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ABSTRACT

This concise, easily understood manual of information and resources concerning the migrant education program is intended to encourage more effective use of the Migrant Student Record Transfer System (MSRTS). The first section is written to familiarize non-migrant funded personnel with MSRTS health and education records. The section includes definitions of terms, national goals for migrant education, and line-by-line explanations of information provided on MSRTS forms. The second section, on health, examines the relationship between health and academic achievement; points out migrant health risks; explains the use of the MSRTS record to insure continuity of health care; and encourages the development of a team concept, with parents, teachers, health care providers, and recruiters each assuming responsibility for the migrant child's health care. An outline for a model health workshop is presented, and the health care delivery systems of five states are described. The education section (the third section) shows how the MSRTS record can facilitate effective instruction in reading, mathematics, oral language, writing, and early childhood and provides sample scope and sequence of skills, suggestions for instruction, and activities and materials that have been used successfully with migrant students. The appendix contains technical information, including health screening standards and information resources for health problems. (JHZ)

****
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****

This document was developed in conjunction with the State Directors of Migrant Education, Master Teachers/Health Providers, Consultants and the MSRTS staff in 1985-86.

ED286694

RESOURCE GUIDE

FOR

TEACHERS AND HEALTH PROVIDERS

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Mr. Winford "Joe" Miller

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

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Tommy R. Venters, Director
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RC016420

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Arkansas
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TOMMY R. VENTERS, Director, General Education Division

July 1986

Dear Users of this Resource Guide:

Good classroom management and effective teaching do not just happen. This Resource Guide is about behavior control using a "people to people" approach—teachers talking to teachers, health providers talking to health providers. Smooth running classrooms where students are highly involved in learning activities and free from disruptions do not happen accidentally. I believe this Resource Guide can lend support to good classroom management.

The Master Teachers and Health Providers who worked together in compiling this Resource Guide did so to help others who find themselves in similar situations and need quick answers. They have tried to make the material in the Guide as useful and practical as possible. It is organized in three sections—Utilization, Health and Education. We are convinced, if used as intended, that classrooms can become better managed and students can become more productive when we provide a better learning environment for our migrant students.

This Resource Guide has two basic objectives that the Migrant Student Record Transfer System (MSRTS) hopes can be achieved.

They are:

a. to **INTERPRET** the MSRTS Record in "User-Friendly" language.
MSRTS has produced many manuals using the technical approach. The Master Teachers and Health Providers fully intended for this Resource Guide to be **understandable** regardless of an individual's knowledge about technology and/or migrant education.

b. to **UTILIZE** the MSRTS Record.
Utilization of this record can certainly create a good classroom atmosphere. Most of all, migrant children can begin to feel good about their involvement in the educational process because continuity is assured when the MSRTS record is effectively used in planning for instruction. The skills areas of reading, math, early childhood, oral language and writing discussed in this Guide can be powerful tools for bringing migrant children's achievement levels more closely in line with their grade levels. When the health record is used as described in this Resource Guide, we can be assured of maximum health care for our migrant children.

Don't we all believe ourselves to be honest, hard working and sincere people? I do. I ask you this question so you can view yourself as you enter the classroom with 15 or 20 lives who are dependent on what you do to assist in their education and health. Can you say each day that you have used everything at your disposal to help our children? We trust that using this Resource Guide can be a vital part of the success you and your migrant children are accomplishing.

Sincerely,

Winford "Joe" Miller

Winford "Joe" Miller, Director
Migrant Student Record Transfer System

CREDITS

This manual is the product of the first committee of selected Master Teachers and Master Health Providers from across the nation. The following people were responsible for the development and production of this guide:

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UTILIZATION SECTION

TABLE OF CONTENTS for UTILIZATION

Page

I. **The MSRTS Resource Guide** 1

II. **Preface** 2

III. **Migrant Logos** 3

IV. **Introduction to Migrant Education** 4

A. Definition of a Migrant Child 4
B. Special needs of a Migrant Child 4
C. Components of a Migrant Education Program 4

1. Identification/Recruitment 4
2. Record System (MSRTS) 4
3. Instructional Services 4
4. Health Services 4
5. Parental Involvement 4

V. **Adopted National Goals for Migrant Education** 5

VI. **Migrant Student Record Transfer System (MSRTS)** 6

A. Introduction 6

1. Statement of Purpose and Need 6
2. Interpretation of the Two Types of Records 6
   a. Educational 6
   b. Health 6

B. Questions Frequently Asked About New Students 7

1. Answers on the Educational Record 7
2. Answers on the Health Record 12

C. A Section-by-Section Look at the Records 16

1. The MSRTS Education Record 16
2. The MSRTS Health Record 27

VII. **MSRTS Resources** 33

A. Printed Resources

B. Human Resources

C. Optional Attachment to the MSRTS Record 33
1. Optional Attachment to the MSRTS Educational Record 34
2. Contact Numbers for Migrant Services 35

I. THE MSRTS RESOURCE GUIDE

OBJECTIVE: To develop a concise, easily-understood manual of information and resources concerning the Migrant Education Program.

PURPOSE: To encourage more effective utilization of the Migrant Student Record Transfer System (MSRTS).

RATIONALE:

A. While the current manuals and resources provide a much needed service to specific personnel in the migrant program, they are too technical and/or too in-depth to provide an introductory understanding of their purposes to many migrant staff and the majority of non-migrant staff.

B. The current information and resources for the MSRTS is spread out over many manuals and is not centrally located for easy accessibility.

C. There is no simplified overview of the MSRTS for both migrant and non-migrant personnel.

D. There is no simplified overview of the information contained within the migrant child's educational and/or health record for both migrant and non-migrant users.

PLEASE NOTE:

THE UTILIZATION SECTION OF THE MANUAL IS DESIGNED TO BE PULLED OUT, REPRODUCED AND GIVEN TO NON-MIGRANT PERSONNEL IN ORDER TO FACILITATE THEIR UNDERSTANDING OF THE MIGRANT PROGRAM.

II. PREFACE

There are records and resources available to anyone involved in the education and/or health of a migrant student. The objective of this guide is to **familiarize** non-migrant funded personnel with the migrant education program and to **explain** the effective utilization of the Migrant Student Record Transfer System (MSRTS) and other resources. It is our intent that this manual be as concise as possible with a more in-depth explanation to be included in the appendix.

In 1966 the Elementary and Secondary Educational Act, which became a federal law in order to finance educational programs, was enacted to help the educationally disadvantaged migrant child. Prior to 1968, there was lack of continuity in the educational programs for migrant children throughout the states. The funds are available under what is called Chapter 1, ECIA.

At a conference in Phoenix, Arizona, in 1968, thirty-seven state directors met to discuss inter and intra-state problems. It was recommended that an advisory committee of state coordinators should be selected to develop a uniform Migrant Student Record Transfer System.

The state directors conceived a Record Transfer System which would serve all then 48 states. The U.S. Office of Education supported the project by contributing advisory and administrative skills to insure that state desires were represented in the system.

The National Data Center was funded on an equitable basis from the maximum total of grants available to the states. These funds were set aside by the U.S. Commissioner of Education, and the center was established on November 13, 1968.

Requests for proposals were sent to all Chief State School Officers by the Office of Education in 1969. Through competitive bid, the Arkansas State Department of Education was granted the contract.

At a 1969 national workshop in Washington, D.C., the State Advisory Committee passed a resolution for safeguarding the information to protect the privacy of the children whose records would be stored in the National Data Center.

Educational Amendments of 1974, Public Law 93-380, amended the Elementary and Secondary Education Act whereby the 50 states, Puerto Rico, Guam, America Somoa, Virgin Islands and other trust territories could be served if there were sufficient numbers of children of migratory agricultural workers and migratory fishermen.

The automated MSRTS, with 162,000 migrant children on the data base, was a reality in 1970. As of January 01, 1986, 650,000 migrant children were actively enrolled. A comprehensive information system that is responsible for meeting the needs of both migrant children and the users of the system, has been developed. (See appendix I for a more complete history of the establishment of the migrant education program.)

III. MIGRANT LOGOS

The logo for migrant education was introduced at the 1974 National Conference on Migrant Education. The migrant education logo was designed using symbols for the various aspects of a migrant student's life and education.

Migrant students are generally well acquainted with land containing rows of crops stretching toward the horizon. The converging lines at the bottom of the migrant education logo represent those fields. The fields in the logo also represent a partially opened book, seen from the top. The furrows are the pages of the book.

The pages of the book and the rows of crops lead to a blank horizon, as study and hard work lead to a future of wide-open possibilities. The yellow half circle above the horizon is a representation of the sun. The sun represents not only the hot sun associated with work in the fields, but also the bright light of knowledge and success awaiting the student who is allowed to earn an education. The words in the outer red circle were added later.

For the Resource Guide logo, the official national logo has been expanded to include a ring of children in order to emphasize what migrant education is all about. Effective utilization of all the resources available in the migrant education program, through people to people communication, leads to a future of open doors. This theme surrounds the outer edge of the logo and will be the focus of training on using the Migrant Student Record Transfer System.

IV. INTRODUCTION TO MIGRANT EDUCATION

Goals for the national migrant education program are based on legislative mandates to establish or improve supplemental programs of instructional and supportive service for the children of migratory workers in agriculture and fishing.

Each state is responsible for developing a state plan for migrant education which reflects the national program goals in order to assure educational continuity through coordination of programs and projects among the states.

A. Definition of a Migrant Child

A **migratory** child is the child of a migratory agricultural worker or a migratory fisherman whose family moves across school district boundaries or from one state to another for the purpose of finding temporary or seasonal employment. See appendix II.

B. Special Needs of a Migrant Child

The migrant child has the same needs as all children, but these needs can be compounded by mobility, language and culture. These factors can cause gaps or lack of continuity in the child's education.

C. Components of a Migrant Education Program

Migrant education services are of two types — **instructional** and **supportive**. The program services begin with recruitment and identification of the student who is then enrolled on the data base. Instructional and health services are planned to meet the identified needs of the student. Parental involvement is encouraged.

1. Identification/Recruitment

The recruiter identifies a migratory child and completes a Certificate of Eligibility (COE). See appendix III. This document remains on file and the information is sent to MSRTS in Little Rock, Arkansas. For a sample interview questionnaire, see appendix IV.

2. Record System (MSRTS)

The Migrant Student Record Transfer System (MSRTS) is a computerized information network which maintains and transfers educational and health data for the nation's migrant children. Its purpose is to aid the educational and health community in providing educational opportunities for these children.

3. Instructional Services

Supplementary instructional programs may be available in reading, oral language, math and early childhood. Other instructional services may include English as a second language, career awareness and cultural enrichment.

4. Health Services

Health services are a supportive component and may include medical, dental and nutritional services.

5. Parental Involvement

Parent Advisory Councils are federally mandated to insure parent's input for the purpose of focusing migrant programs to meet the needs of their children.

V. ADOPTED NATIONAL GOALS FOR MIGRANT EDUCATION

Goals for the national migrant educational program are based on legislative mandates to establish or improve supplemental programs of instruction and supportive services for the children of migratory workers. The national goals for migrant education are used to assist the states in the development of the individual plans. The national program goals are important in assuring educational continuity and coordination.

The national goals address specific regulation requirements (34 CFR 201) for:

* Specifically-designed curricular programs in academic disciplines based upon migrant children's **assessed** needs. 201.12(a)(3)(ii),(vi):201.32

* Success-oriented academic programs, career options and counseling activities, and vocational skill training that encourage migrant children's retention in school and contribute to success in later life. 201.12(a)(3)(iv),(vi).

* Communication skills programs which reflect migrant children's linguistic and cultural backgrounds. 201.12(a)(3)(iv)

* Supportive services that foster physical and mental well-being, when necessary for migrant children's successful participation in the basic instructional programs, including dental, medical, nutritional and psychological services. 201.12(a)(3)(iv):201.32(c)

* Programs developed through inter-agency coordination at the federal, state and local levels. 201.34 (See appendix V for information on Section 143 projects.)

* A component for meaningful migrant parent involvement in the education of their children and in which the cooperative efforts of parents and educators will be directed toward the improvement of the migrant children's academic and social skills. 201.12(a)(3)(v),(5):201.35

* Staff development opportunities that increase staff competencies in the cognitive, psychomotor and affective domains. 201.12(a)(1)

* A component to properly identify and enroll all eligible migrant children. 201.20,201.32(a)

* Preschool and kindergarten programs designed to meet migrant children's developmental needs and prepare them for future success. 201.11(a)(2):201.31

* Development, evaluation and dissemination of information designed to increase knowledge of:

  A. program intent; 201.1(a)
  B. intra- and interstate program development; 201.1(b)
  C. contribution of migrants to the community; and
  D. total effect of the program. 201.12(a)(3)(vi),(vii)

* The assurance that sequence and continuity will be an inherent part of the migrant child's total education program through: 201.12(a)(ii):201.34

  A. the development of a system which should facilitate the exchange of methods, concepts and materials; and
  B. the effective use of the MSRTS component for inter- and intrastate communication in the exchange of student records.

VI. MIGRANT STUDENT RECORD TRANSFER SYSTEM (MSRTS)

A. Introduction

1. Statement of Purpose and Need

The MSRTS is a national computer network which facilitates the transfer of educational and health records among school districts nationwide in order that there be continuity in the migrant child's education. After a child is determined to be eligible, he or she is assigned an identification number on the MSRTS and added to the data base of information in Little Rock, Arkansas.

This information is kept in strict confidentiality and accessed only by appropriate education and health personnel.

2. Interpretation of the Two Types of Records

There are two types of MSRTS records, the **educational record** and the **health record**, which will be sent to the appropriate receiving agency upon the child's enrollment in MSRTS.

A. Education

The **educational record** contains

- Student data and parent data
- Secondary credits
- Skills information
- Supportive services
- E-H Linkage

B. Health

The **health record** contains

- Student data and parent data
- Recent health providers
- Health problems
- Student and family history
- Immunization data

Utilization of this data forms a vital link in a migrant child's education. Correct utilization can compensate for the lack of educational continuity that is created by the migratory lifestyle of the family.

B. Questions Frequently Asked About New Students

1. Answers on the Educational Record

The answers to the following questions can be found on the **MSRTS Educational** Record. To find the answer to each question, find the number corresponding to the question on the Education Record on the following pages.

Where can I find —(on **all** student records)

the child's name and birthdate? (1)

the grade in which the child was enrolled ? If the child repeated a grade level? (2)

information about immunizations? (3)

if the child has participated in a free-lunch program? (4)

if the child has any health problems that might affect classroom performance? (5a and 5b)

if the child can be instructed in English? (6)

if test scores are available for this child? (7)

the child's reading level? (8)

if the child participated in a Special Education program? (9)

if the child was in a supplemental program? (10)

the academic skills the child was working on previously? (11)

the child's attendance record in other schools? (12)

if the child is living with the legal parent? (13)

the child's migration pattern? (14)

the last school the child attended? (15)

if the child has a special interest or talent that might help me establish rapport? (16)

why services were terminated for this child? (17)

Where can I find — (on a **secondary** student record)

the school from which the student plans to graduate? (18)

required courses in the school from which the student plans to graduate ? (18)

the courses in which the secondary student was enrolled? (19)

if the student has any grades or partial credits from the previous school? (20a, 20b)

courses that were recommended for this student by the previous school? (21)

a contact for more information on recommended courses? (21)

a contact for more information on partial credits? (22)

if the home-base state requires a competency test for graduation? (18)

possible credits for consolidation? (19, 20a, 20b)

(5a) (17)

0000001 SEE E-H LINKAGES AR BBFS 00001

DATE 06/02/86

MIGRANT STUDENT EDUCATIONAL RECORD

PAGE 1 OF 4 STUDENT ID 85223639 MNC

BIRTH DATA (1)
SEX = F
DOB = 04/16/67
VER = B
AGE = 19
MUL. BIRTH = 2
RACE = 2

PLACE OF BIRTH
SITE : CONWAY MEMORIAL HOSPI
ADDRESS: 1200 WESTERN AVENUE
CITY : CONWAY
ST/ZIP : AR 73201-0000
COUNTY : FAULKNER
COUNTRY:

TERMINATION
TYPE: O
DATE: 04/16/86

F.L.Q.:
09/15/83
(ARBBDQ) (4)

LAST QUALIFYING MOVE: 06/23/85 END OF ELIGIBILITY: 06/23/91
MOVED FROM: WASHINTON, DC,
MOVED TO: FENNVILLE, MI

PARENT DATA
LEGAL PARENTS:
JONES, JOHN
JONES, MARY (13)
CURRENT PARENTS:
SMITH, PAUL
SMITH, ANN

HOME BASE
218 DAVIS ST.
CONWAY
AR 73201-0000

CURRENT RESIDENCE
204 C STREET NW APT 4
WASHINGTON
DC 20004-0000

SCHOOL HISTORY DATA (3)
ML: ANNA MICHEN ELEME SCHL ID: MIBLHG
CORD ADDRESSEE: MONTCALM AREA INTER SCHOOL DIS

PREV SCHL: D C PUBLIC SCHLS SCHL ID: DCDBXV
MIGRANT EDUCATION (SH:AD)
415 12TH STREET NW
ROOM 1004
WASHINGTON
DC 20004-0000 (15)

SH	SCHL ID ST	SCHL	DATE RES.	DATE ENROLL	DATE WITHDR	DAYS ENR	DAYS PRS	DAYS %	GR LV	M S	E T
AA	AR	BBDQ	06/01/80	06/15/82	07/31/82	23	21	91	07	3	S
AB	AR	BBDQ	06/01/80	09/01/82	05/29/83	176	175	99	09	3	
AC	AR	BBDQ	06/01/80	09/01/83	12/20/83	52	52	100	10	3	
AD	DC	DBXV	01/02/84	01/02/84	06/07/85	98	86	87	10	3	
AF	MI	BLHG	06/23/85	08/26/85	04/16/86				11	1	

(14) (12) (2)

EDUCATION-HEALTH LINKAGE

E-H # MESSAGE:

1 CONSULT MEDICAL PERSONNEL REGARDING DEGREE OF CONTAGIOUSNESS AND WHETHER OR NOT SHOULD BE IN SCHOOL. (5b)

CONTACT:
MARGARET K JONES
MIGRANT NURSE
ROUTE 3 BOX 33
103 WEST PARK
BALD KNOB
AR 72010-0000
PH: 501-724-3361

1 CONSULT MEDICAL PERSONNEL REGARDING DEGREE OF CONTAGIOUSNESS AND WHETHER OR NOT SHOULD BE IN SCHOOL.
8 CONSULT MEDICAL PERSONNEL AND FAMILY REGARDING MEDICATIONS, PHYSICAL LIMITATIONS, AND CHRONICITY OF PROBLEM.

MIGRANT STUDENT RECORD TRANS.
DIRECTOR'S OFFICE - MSRTS
ARCH FORD EDUCATION BLDG
LITTLE ROCK
AR 72201-0000
PH: 501-371-1857

SECONDARY CREDIT DATA

MINIMUM GRADUATION REQUIREMENTS OF DESIGNATED HIGH SCHOOL
FOR PROJECTED GRADUATION IN 1985

ARBBDQ ARKANSAS DEPT OF EDUCATION MIGRANT EDUCATION LITTLE ROCK,AR 72201-0000 PH: 501-371-1853
**** STUDENT HAS DESIGNATED A SCHOOL FOR WHICH NO MGR DATA IS AVAILABLE, STATE MGR FOLLOWS FOR ARKANSAS ****
CONTACT: JOE BASIL, CORD MIG ED PH: 501-371-1853

REQUIRED SUBJECTS	GRADES TAUGHT	NO. TERMS REQ D	TYPE OF TERM	MIN. NO. CLOCK HRS. PER TERM	EXPLANATION (18)
AM HIST CIVICS	9-12	1	YEAR		1 UNIT
ENGLISH	9-12	4	YEAR		4 UNITS
HEALTH PE	9-12	1	YEAR		1 UNIT
MAJOR FIELD	9-12	3	YEAR		3 UNITS EXCLUDING ENGLISH
MINOR FIELD	9-12	6	YEAR		A UNIT IS A CLASS SCHEDULED FOR A MINIMUM OF 200 MINUTES
					LAB CLASS 275 MINUTES PER WEEK FOR 36 WEEKS :A TOTAL OF SIXTEEN
					UNITS ARE THE MINIMUM GRADUATION REQUIREMENTS
TOTAL		15			REQUIREMENTS ARE EFFECTIVE BEGINNING WITH THE GRADUATING CLASS OF 83

CLASS SCHEDULE FROM THE MOST RECENT REPORTING SCHOOL

(19)

SUBJECT	COURSE TITLE	SH	COURSE GRADE LEVEL	PARTIAL WORK % GR.	PARTIAL WORK CLOCK HRS IN CLASS	CREDIT GRANTED GR	CREDIT GRANTED NO. OF TERMS	TYPE OF TERM	TERM	YR
ENGLISH	FUNDAMENTALS II	AF	10					SEM	FALL	85
MATH	ALGEBRA I	AF	11					SEM	FALL	85
PHYSICAL ED	HEALTH	AF	11					SEM	FALL	85
SCIENCE	BIOLOGY	AF	10	40%	40			SEM	FALL	85

****CLASS SCHEDULE CONTINUED NEXT PAGE****

MOST RECENT REPORTING SCHOOL:
ANNA MICHEN ELEME
NORTH MAPLE STREE
FENNVILLE
MI 49408-0000

CONTACT: NON REPORTED

JONES, MARY C 04/16/86 DROPOUT 85223639 MNC

****EDUCATION RECORD CONTINUED NEXT PAGE****

(17)

0000002 AR BBFS 00002

DATE 06/02/86 — MIGRANT STUDENT EDUCATIONAL RECORD — PAGE 2 OF 4 — STUDENT ID 85223639 MNC

DROPOUT 04/16/86

JONES, MARY C

85223639 MNC

SECONDARY CREDIT DATA

CLASS SCHEDULE FROM THE MOST RECENT REPORTING SCHOOL****CONTINUED****

SUBJECT	COURSE TITLE	SH	COURSE GRADE LEVEL	PARTIAL WORK % GR.	PARTIAL WORK CLOCK HRS IN CLASS	CREDIT GRANTED GR	CREDIT GRANTED NO. OF TERMS	TYPE OF TERM	TERM	YR
SCIENCE	CHEMISTRY	AF	10					SEM	FALL	85
SOCIAL STUDIES	WORLD CULTURES	AF	11					SEM	FALL	85
VOCATIONAL ED	SHOP	AF	11					SEM	FALL	85

MOST RECENT REPORTING SCHOOL:
ANNA MICHEN ELEME
NORTH MAPLE STREE
FENNVILLE
MI 49408-0000

CONTACT: NON REPORTED

RECOMMENDED COURSES

ARBBDQ AMERICAN CITY SCHOOL DISTRIC 330 GRAHAM STREET — AMERICAN CITY,AR 72335-0000 — PH: 501 633 5380
SH LINE ID: AC
CONTACT NAME: DR. MARY JOY — TITLE: COUNSELOR — PHONE: 501-371-1857

(21)

COURSE TITLE	GRADE LEVEL	TERM TYPE	TERM	YEAR	EXPLANATION
ENGLISH	10	SEM	FALL	85	NEEDS WORK ON ENGLISH GRAMMAR
SCIENCE	10	SEM	FALL	85	NEEDS BIOLOGY FOR GRADUATION
HEALTH	10	SEM	FALL	85	SEX EDUCATION IS REQUIRED BY THE DISTRICT

SECONDARY CREDIT ACCRUAL

GRADE 9

SUBJECT	COURSE	SH	PARTIAL WORK %	PARTIAL WORK CLOCK HRS IN CLASS	CREDIT GRANTED GR	CREDIT GRANTED NO. OF TERMS	TYPE OF TERM	TERM	YR	SCHOOL NAME	TELEPHONE
ENGLISH	ENGLISH I	AB			B+	1	SEM	FALL	80	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
	ENGLISH I	AB			A	1	SEM	SPR	81	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
FOREIGN LANG	SPANISH I	AD					SEM	SPR	82	D C PUBLIC SCHLS	
MATH	MATH	AB			C-	1	SEM	FALL	80	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
	MATH	AB			B	1	SEM	SPR	81	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
PHYSICAL ED	PE	AB				1	SEM	FALL	80	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
	PE	AB				1	SEM	SPR	81	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
SCIENCE	LIFE SCIENCE	AB			-	1	SEM	FALL	80	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
	LIFE SCIENCE	AB			B	1	SEM	SPR	81	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
SOCIAL STUDIES	CIVICS	AB			A	1	SEM	FALL	80	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
	CIVICS	AB			A	1	SEM	SPR	81	AMERICAN CITY SCHOOL DISTRICT	501-633-5380

(20a)

GRADE 10

HOME ECONOMICS	HOME EC	AD					SEM	SPR	82	D C PUBLIC SCHLS	
MATH	GEOMETRY	AD					SEM	SPR	82	D C PUBLIC SCHLS	
	GEOMETRY	AC	79%	52			SEM	FALL	81	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
PHYSICAL ED	HEALTH	AD					SEM	SPR	82	D C PUBLIC SCHLS	
	PE	AC	95%	52			SEM	FALL	81	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
SCIENCE	BIOLOGY	AD					SEM	SPR	82	D C PUBLIC SCHLS	
	BIOLOGY	AC	76%	52			SEM	FALL	81	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
SOCIAL STUDIES	AMERICAN HIST	AD					SEM	SPR	82	D C PUBLIC SCHLS	
	WORLD HISTORY	AC	99%	52			SEM	FALL	81	AMERICAN CITY SCHOOL DISTRICT	501-633-5380

(20b)

(22)

AMERICAN CITY SCHOOL DISTRI — AMERICAN CITY — AR 72335-0000
D C PUBLIC SCHLS — MIGRANT EDUCATION — 415 12TH STREET NW — WASHINGTON — DC 20004-0000

****EDUCATION RECORD CONTINUED NEXT PAGE****

(17)

0000003 AR BBFS 00003

DATE 06/02/86 — MIGRANT STUDENT EDUCATIONAL RECORD — PAGE 3 OF 4 — STUDENT ID 85223639 MNC

DROPOUT 04/16/86

JONES, MARY C 85223639 MNC

SECONDARY CREDIT DATA

SECONDARY CREDIT REPORTING FORM

SUBJECT	COURSE TITLE	COURSE GRADE LEVEL	PARTIAL WORK: % GRADE	PARTIAL WORK: CLOCK HRS IN CLASS	CREDIT GRANTED: FINAL GRADE	CREDIT GRANTED: NO. OF TERMS	CREDIT GRANTED: CONSOLIDATED SH LINES	TYPE OF TERM	TERM	YEAR

INITIAL ENTRY OR CHANGE OF DESIGNATED HIGH SCHOOL

SCHOOL — CITY — STATE — YEAR OF GRADUATION

EDUCATIONAL SKILLS

(STATEMENTS MAY APPEAR FROM THE ORIGINAL OR THE 1987 EDITION OF THE READING, MATH, OR ORAL LANGUAGE SKILLS LIST)

MATH SKILLS

MATH SKILLS MASTERED (MOST RECENTLY REPORTED)

CODE	SUBTOPIC OR SKILL		MASTERY DATE	SH
55801C	THE NAME OF A PARTICULAR QUADRILATERAL	IDENTIFIES THE QUADRILATERAL CORRESPONDING TO A PARTICULAR TYPE	10/01/81	AC
56101A	PARALLEL, PERPENDICULAR, OR INTERSECTING LINE SEGMENTS	NAMES THE LINES OR LINE SEGMENTS AS "PARALLEL," "PERPENDICULAR," OR "INTERSECTING"	10/15/81	AC
58201	PARALLEL AND NON-PARALLEL PLANES	IDENTIFIES PLANES WHICH ARE PARALLEL OR NON-PARALLEL	10/01/81	AC

CODE	MASTERY DATE

MATH SKILLS UNDER STUDY (11)

CODE	SUBTOPIC OR SKILL		SH	DATE REPORTED
56702	A COLLECTION OF DIFFERENT OBJECTS OR FIGURES POSSESSING SYMMETRY	IDENTIFIES THE LINES OF SYMMETRY IN OBJECTS OR FIGURES	AF	10/04/85

CODE	

READING SKILLS UNDER STUDY (11)

CODE	SUBTOPIC OR SKILL	INSTR LEVEL	SH	DATE REPORTED
56004	READS MULTIPLE DIRECTIONS AND PERFORMS THE TASKS.	06-1	AF	10/04/85
66001	TELLS IN OWN WORDS MEANING OF EXPRESSIONS SUCH AS A "BLANKET OF FOG", "SCREAMING HEADLINES".	06-2	AF	10/04/85
03101	PONGA LAS FORMAS SOBRE UN TABLERO, ROMPECABEZAS DE 2 A 4 PIEZAS.	06	AF	10/11/85
	READS IN : SPANISH		(8)	
	PUBLISHER: GINN AND CO - READING 720: MOUNTAINS ARE FOR CLIMBING PP 95-105			04/08/86

CODE	INSTR LEVEL

READS IN : PUBLISHER:

****EDUCATIONAL SKILLS CONTINUED NEXT PAGE****

(17)

0000004 AR BBFS 00004

DATE 06/02/86 — MIGRANT STUDENT EDUCATIONAL RECORD — PAGE 4 OF 4 — STUDENT ID 85223639 MNC

JONES, MARY C 04/16/86 DROPOUT 85223639 MNC

EDUCATIONAL SKILLS

(STATEMENTS MAY APPEAR FROM THE ORIGINAL OR THE 1987 EDITION OF THE READING, MATH, OR ORAL LANGUAGE SKILLS LIST)

(11)

ORAL LANGUAGE SKILLS UNDER STUDY

CODE	LANG	SUBTOPIC OR SKILL	SH	DATE REPORTED
02000	ENGL	SIMPLE DIRECTIONS: FOLLOW ONE STEP ORAL INSTRUCTIONS.	AF	10/11/85
04000	ENGL	COMPLEX: FOLLOW TWO OR MORE STEPS ORAL INSTRUCTIONS.	AF	10/11/85
06000	ENGL	MAIN IDEA: LISTEN AND EXPRESS THE MOST IMPORTANT MAIN THOUGHT OR IDEA.	AF	10/11/85
02000	SPAN	SENCILLO	AF	10/11/85
04000	SPAN	COMPLEJO	AF	10/11/85
06000	SPAN	IDEA PRINCIPAL	AF	10/11/85
		LANGUAGE PROFICIENCY LEVEL IS - III, AS DETERMINED BY A TEST GIVEN ON 04/01/86		

CODE	LANG	
		LANGUAGE PROFICIENCY LEVEL IS - , AS DETERMINED BY A TEST GIVEN ON

(11)

EARLY CHILDHOOD SKILLS UNDER STUDY

CODE	SUBTOPIC OR SKILL	SH	DATE REPORTED
C044	USES SELECTED ABSTRACT WORD MEANINGS CORRECTLY	AF	10/11/85
AP16	GESTURES TO FAMILIAR PERSON	AF	10/11/85

CODE	

SUPPORTIVE DATA

CURRENT SUPPLEMENTAL PROGRAMS

NAME	CODE	DATE START	DATE END	HRS CUR

PREVIOUS SUPPLEMENTAL PROGRAMS

(10)

NAME		CODE	DATE START	DATE END	HOURS LAST	HOURS CUM	SH
E.S.O.L.	*	1	01/04/84			25	AD
TUTORIAL MATH	*	3	01/04/84			10	AD
TUTORIAL READING		4	01/04/84				AD

* - SERVICES PAID FOR PARTIALLY OR TOTALLY BY MIGRANT EDUCATION FUNDS

LANGUAGE(S) FOR INSTRUCTION

(6)

LANGUAGE	ASSESSMENT DATES FORMAL	INFORMAL	SH
SPANISH	10/02/85		AF
ENGLISH		10/01/85	AF

SPECIAL TALENT

(16)

DATE	NAME	SH
09/30/81	QUILTING	AC
09/30/81	STORY TELLING	AC

TEST DATA

(7)

NAME	CODE	FORM	LVL	SCORE	T	DATE ADMIN.	H	SH
CTBS - READING	00101	A	4	9.4	G	10/02/81	H	AC
CTBS - ARITHMETIC	00102	C	5	8.9	G	10/03/81	H	AC
CTBS - ARITHMETIC	00102	C	3	8.9	G	10/03/83	H	AC
CTBS - READING	00101	A	C	9.2	G	10/04/83	H	AC

SPECIAL EDUCATION CONTACT DATA

(9)

CONTACT:
BRANNON BERRY
SPECIAL PROGAMS SUPERVISOR
MONTCALM AREA SCHOOLS
STANTON
MI 49408-0000
PH: 514-384-4202 (04/16/86)

FOLLOW-UP CODES:

VARIABLE	COND1	COND2
CONDITION	51	40
IEP AVAILABILITY	02	02
SPEC ED SERVICES	02	02
RELATED SERVICES	15	10

2. Answers on the Health Record

The answers to the following questions can be found on the MSRTS **Health** Record. To find the answer to each question, find the number corresponding to the question on the Health Record on the following pages.

Where can I find ___

if the student has the immunizations required by my school? (1)

if the student has any health problems that need attention? (2)

if the student takes medication regularly? (3)

if the student had any childhood diseases? (4)

if the student has ever been seriously ill? had surgery? (5)

if the student had a recent physical? (6)

who has provided health services recently? (7)

if the student's family has any history of health problems? (8)

with whom the student is living? (9)

if the student becomes ill, where would I drive him home? (10)

how old is the student? (11)

what school the student is attending? (12)

if the student moved, where could I forward emergency health information? (13)

0009005 AR ROE3 00001

DATE 06/02/86

MIGRANT STUDENT HEALTH RECORD

PAGE 1 OF 3 STUDENT ID 85223639 MNC

DROPOUT 04/16/86

JONES, MARY C

85223639 MNC

- HEALTH

BIRTH DATA

SEX = F
DOB = 04/16/67
VER = B
AGE = 19
MUL. BIRTH = 2
RACE = 2

PLACE OF BIRTH

SITE : CONWAY MEMORIAL HOSPITAL
ADDRESS: 1200 WESTERN AVENUE
CITY : CONWAY
ST/ZIP : AR 72201-0000
COUNTY : FAULKNER
COUNTRY:

(11)

LEGAL PARENTS

JONES, JOHN
JONES, MARY

CURRENT PARENTS

SMITH, PAUL
SMITH, ANN

(9)

HOME BASE

218 DAVIS ST.
CONWAY
AR 72201-0000

(13)

CURRENT RESIDENCE

204 C STREET NW APT 4
WASHINGTON
DC 20004-0000

(10)

RECENT HEALTH PROVIDERS

ID: ARB8DQ DATE: 10/10/85 ID: DCDBXV DATE: 01/10/84

AMERICAN CITY SCHOOL DISTRICD C PUBLIC SCHLS
330 GRAHAM STREET MIGRANT EDUCATION
AMERICAN CITY 415 12TH STREET NW
AR 72335-0000 ROOM 1004
PH: 501-633-5380 WASHINGTON
DC 20004-0000

(7)

CURRENT SCHOOL

ID: MIBLHG ENRL: 08/26/85
WDRL: 04/16/86
ANNA MICHEN ELEME
NORTH MAPLE STREE
FENNVILLE
MI 49408-0000

(12)

MIGRANT STATUS: 1 GRADE: 11
END OF ELIGIBILITY: 08/23/91

UNRESOLVED HEALTH PROBLEM LIST

(2)

ICD GROUP	CONDITION	PROB FREQ	EARLIEST INCIDENCE PROV	ENC #	DATE	LATEST INCIDENCE PROV	ENC #	DATE
	CHRONIC							
490	BRONCHITIS NOS	1				ARB8DQ	1	10/10/85
	ACUTE							
110	DERMATOPHYTOSIS	1				ARB8DQ	1	10/10/81
034	STREP THROAT/SCARLET FEV	2	DCDBXV	1	01/10/84	ARB8DQ	1	10/10/85

PATIENT HISTORY

(4)

V12 PERSONAL HISTORY OF CERTAIN OTHER DISEASES
10/10/81 ENC - 1 - REPORTED BY ARB8DQ
ICD - V12.01 - MEASLES
OUTCOME - YES - INDICATED A PERSONAL HISTORY OF THIS CONDITION
ICD - V12.02 - RUBELLA
OUTCOME - NO - INDICATED NO PERSONAL HISTORY OF THIS CONDITION
ICD - V12.03 - MUMPS
OUTCOME - NO - INDICATED NO PERSONAL HISTORY OF THIS CONDITION
ICD - V12.04 - CHICKEN POX
OUTCOME - YES - INDICATED A PERSONAL HISTORY OF THIS CONDITION
ICD - V12.06 - TB
OUTCOME - NO - INDICATED NO PERSONAL HISTORY OF THIS CONDITION
ICD - V12.3 - PERSONAL HISTORY OF DISEASES OF BLOOD AND BLOOD-FORMING ORGANS
OUTCOME - NO - INDICATED NO PERSONAL HISTORY OF THIS CONDITION
ICD - V12.4 - PERSONAL HISTORY OF DISORDERS OF NERVOUS SYSTEM AND SENSE ORGANS
OUTCOME - NO - INDICATED NO PERSONAL HISTORY OF THIS CONDITION
ICD - V12.41 - EPILEPSY
OUTCOME - NO - INDICATED NO PERSONAL HISTORY OF THIS CONDITION

V14 PERSONAL HISTORY OF ALLERGY TO MEDICINAL AGENTS
10/10/81 ENC - 1 - REPORTED BY ARB8DQ
ICD - V14 - PERSONAL HISTORY OF ALLERGY TO MEDICINAL AGENTS
OUTCOME - NO - INDICATED NO PERSONAL HISTORY OF THIS CONDITION

FAMILY HISTORY

V17 FAMILY HISTORY OF CERTAIN CHRONIC DISABLING DISEASES
10/10/81 ENC - 1 - REPORTED BY ARSBDQ
ICD - V17.2 - FAMILY HISTORY OF OTHER NEUROLOGICAL DISEASES
OUTCOME - NO - INDICATED NO FAMILY HISTORY OF THIS CONDITION
ICD - V17.21 - EPILEPSY
OUTCOME - NO - INDICATED NO FAMILY HISTORY OF THIS CONDITION
ICD - V17.41 - HYPERTENSION
OUTCOME - NO - INDICATED NO FAMILY HISTORY OF THIS CONDITION

(8)

SCREENING DATA AND LABS

V70 GENERAL MEDICAL EXAMINATION
10/10/81 ENC - 1 - REPORTED BY ARBBDQ
ICD - V70.5 - HEALTH EXAMINATION OF DEFINED SUBPOPULATIONS
CPT - 90751 - PREVENTIVE HEALTH CARE,12-17
OUTCOME - NORMAL

V72 SPECIAL INVESTIGATIONS AND EXAMINATIONS
10/10/81 ENC - 1 - REPORTED BY ARBBDQ
ICD - V72.0 - EXAMINATION OF EYES AND VISION
CPT - 90751 - PREVENTIVE HEALTH CARE,12-17
OUTCOME - NORMAL
ICD - V72.1 - EXAMINATION OF EARS AND HEARING
CPT - 90751 - PREVENTIVE HEALTH CARE,12-17
OUTCOME - NORMAL
ICD - V72.2 - DENTAL EXAMINATION
CPT - D0120 - PERIODIC DENTAL EXAM
OUTCOME - ABNORMAL - FOUR CAVITIES

(6)

IMMUNIZATION DATA

V04 NEED FOR PROPHYLACTIC VACCINATION AND INOCULATION AGAINST CERTAIN VIRAL DISEASES

ICD - V04.01 - POLIO ORAL
05/21/75 ENC - 1 - REPORTED BY ARBBDQ ON 10/10/81
10/10/81 ENC - 1 - REPORTED BY ARBBDQ ON 10/10/81
BATCH - 1421C

ICD - V04.1 - NEED FOR PROPHYLACTIC VACCINATION AND INOCULATION AGAINST SMALLPOX
05/21/75 ENC - 1 - REPORTED BY ARBBDQ ON 10/10/81

(1)

LISTING OF HEALTH PROBLEMS BY PROBLEM TYPE AND ENCOUNTER DATE

UNRESOLVED CHRONIC

490 BRONCHITIS, NOT SPECIFIED AS ACUTE OR CHRONIC
* 10/10/85 ENC - 1 - REPORTED FOR ARBBDQ BY ARBBFS EH-LINKAGE - 008
ICD - 490 - BRONCHITIS, NOT SPECIFIED AS ACUTE OR CHRONIC
ICD - 786.2 - COUGH
CPT - 99013 - TELEPHONE CONSULTATION
OUTCOME - NORMAL
CPT - 99052 - MEDICAL SERVICES AT NIGHT

(2)

(3)

UNRESOLVED ACUTE

034 STREPTOCOCCAL SORE THROAT AND SCARLET FEVER
* 01/10/84 ENC - 1 - REPORTED BY DCDBXV EH-LINKAGE - 001
ICD - 034.0 - STREPTOCOCCAL SORE THROAT
CPT - 90751 - PREVENTIVE HEALTH CARE,12-17
OUTCOME - UNDETERMINED - TAKE TWO ASPIRIN-CALL ME IN THE MORN

* 10/10/85 ENC - 1 - REPORTED FOR ARBBDQ BY ARBBFS EH-LINKAGE - 001
ICD - 034.0 - STREPTOCOCCAL SORE THROAT
CPT - 90751 - PREVENTIVE HEALTH CARE,12-17
OUTCOME - NORMAL

*****LISTING OF HEALTH PROBLEMS BY PROBLEM TYPE AND ENCOUNTER DATE CONTINUED NEXT PAGE*****

MIGRANT STUDENT HEALTH RECORD

LISTING OF HEALTH PROBLEMS BY PROBLEM TYPE AND ENCOUNTER DATE*****CONTINUED*****

UNRESOLVED ACUTE

110 DERMATOPHYTOSIS
10/10/81 ENC - 1 - REPORTED BY ARBBDQ EH-LINKAGE - 001
ICD - 110.4 - DERMATOPHYTOSIS OF FOOT
CPT - 90751 - PREVENTIVE HEALTH CARE,12-17
OUTCOME - NORMAL - SCRATCH WHEN IT ITCHES

(5)

RESOLVED

052 CHICKENPOX
10/10/81 ENC - 1 - REPORTED BY ARBBDQ EH-LINKAGE - 001 **RESOLVED**
ICD - 052 - CHICKENPOX
CPT - 90751 - PREVENTIVE HEALTH CARE,12-17
OUTCOME - NORMAL

* - SERVICES PAID FOR PARTIALLY OR TOTALLY BY MIGRANT EDUCATION FUNDS

DROPOUT 04/16/86
JONES, MARY C 85223639 MNC - HEALTH

C. A Section-By-Section Look At The Records

1. The MSRTS Educational Record

Each section is shown with a list of its component parts and a brief explanation of these parts.

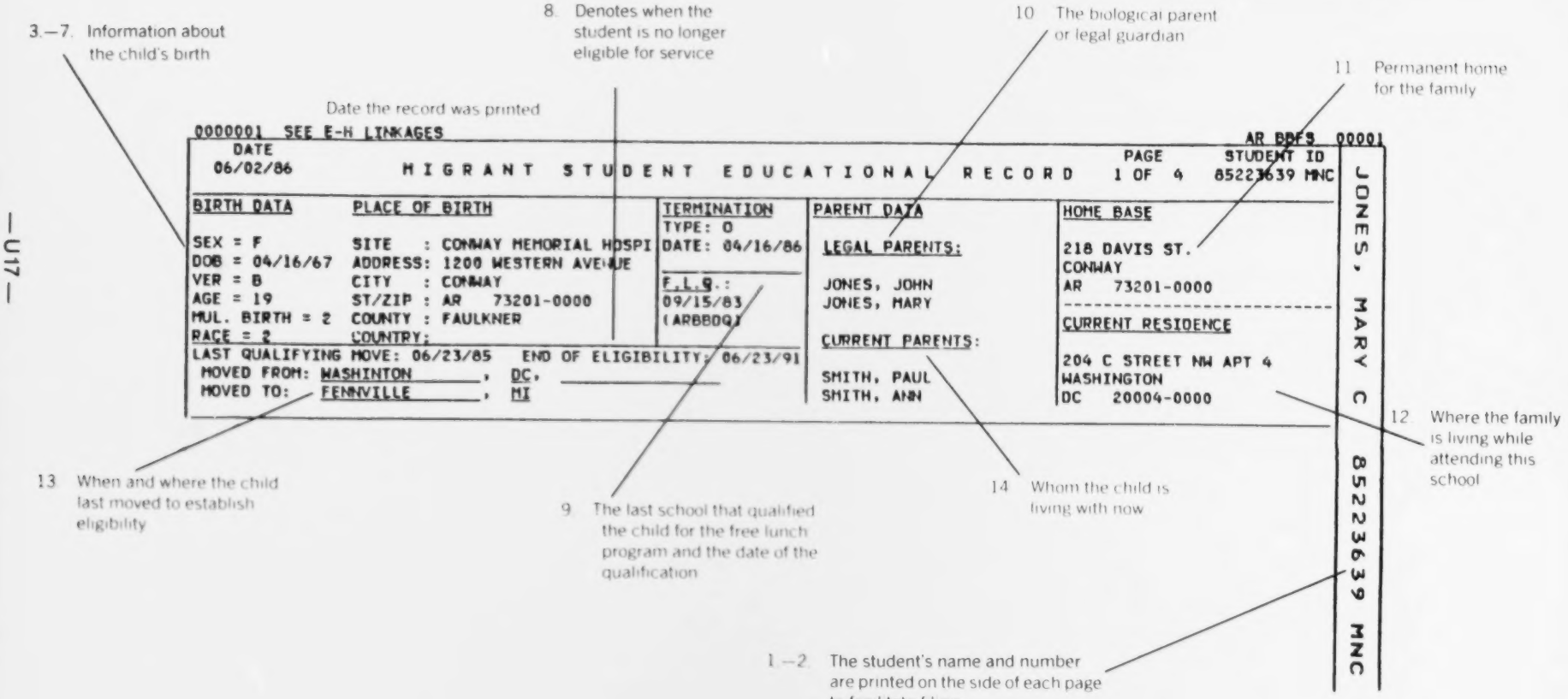
The following may be reproduced and distributed as needed to explain the record for various grade levels. It should be noted that:

1. **Identification, School History** and **Supportive Data** will appear on all records.
2. **Education — Health Linkage** will print when unresolved health problems appear on the health record.
3. Some **Educational Skills** sections will print for all students K-8 and will continue to print for one year skills which have been reported for students grades 9-12.
4. Portions of the **Secondary Credit** section will begin to print on records of eighth graders and will grow as information is added through the 12th grade.

For a look at the education record form in its entirety, see appendix VI.

IDENTIFICATION

1. Name
2. Student ID
3. Sex
4. Date of birth
5. Birth verification
6. Age
7. Site of birth
8. End of eligibility
9. Free-lunch qualifier
10. Legal parents
11. Home base address
12. Current residence
13. Last qualifying move
14. Current parents


3.—7. Information about the child's birth
8. Denotes when the student is no longer eligible for service
10. The biological parent or legal guardian
11. Permanent home for the family
Date the record was printed
0000001 SEE E-H LINKAGES
AR BDES 00001
DATE 06/02/86
MIGRANT STUDENT EDUCATIONAL RECORD
PAGE 1 OF 4
STUDENT ID 85223639 MNC
BIRTH DATA
SEX = F
DOB = 04/16/67
VER = B
AGE = 19
MUL. BIRTH = 2
RACE = 2
PLACE OF BIRTH
SITE : CONWAY MEMORIAL HOSPI
ADDRESS: 1200 WESTERN AVENUE
CITY : CONWAY
ST/ZIP : AR 73201-0000
COUNTY : FAULKNER
COUNTRY:
TERMINATION
TYPE: O
DATE: 04/16/86
F.L.Q.:
09/15/83
(ARBBDQ)
PARENT DATA
LEGAL PARENTS:
JONES, JOHN
JONES, MARY
CURRENT PARENTS:
SMITH, PAUL
SMITH, ANN
HOME BASE
218 DAVIS ST.
CONWAY
AR 73201-0000
CURRENT RESIDENCE
204 C STREET NW APT 4
WASHINGTON
DC 20004-0000
LAST QUALIFYING MOVE: 06/23/85 END OF ELIGIBILITY: 06/23/91
MOVED FROM: WASHINTON , DC,
MOVED TO: FENNVILLE , MI
JONES, MARY C 85223639 MNC
12. Where the family is living while attending this school
13. When and where the child last moved to establish eligibility
9. The last school that qualified the child for the free lunch program and the date of the qualification
14. Whom the child is living with now
1.—2. The student's name and number are printed on the side of each page to facilitate filing

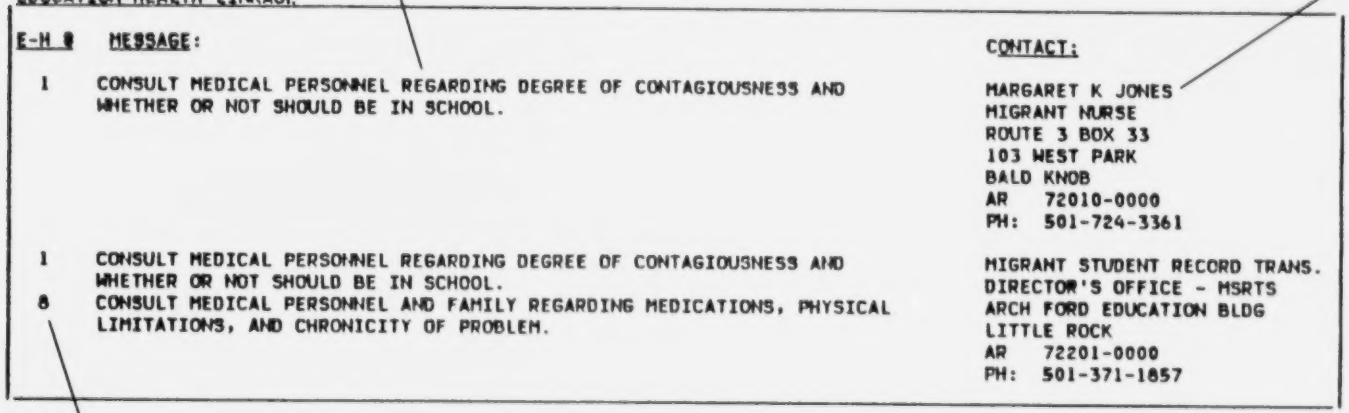
—U17—

EDUCATION-HEALTH LINKAGE

1. E-H code 2. Message 3. Contact person

1 — 2. This will alert you to possible health problems which can affect the student's performance in school.

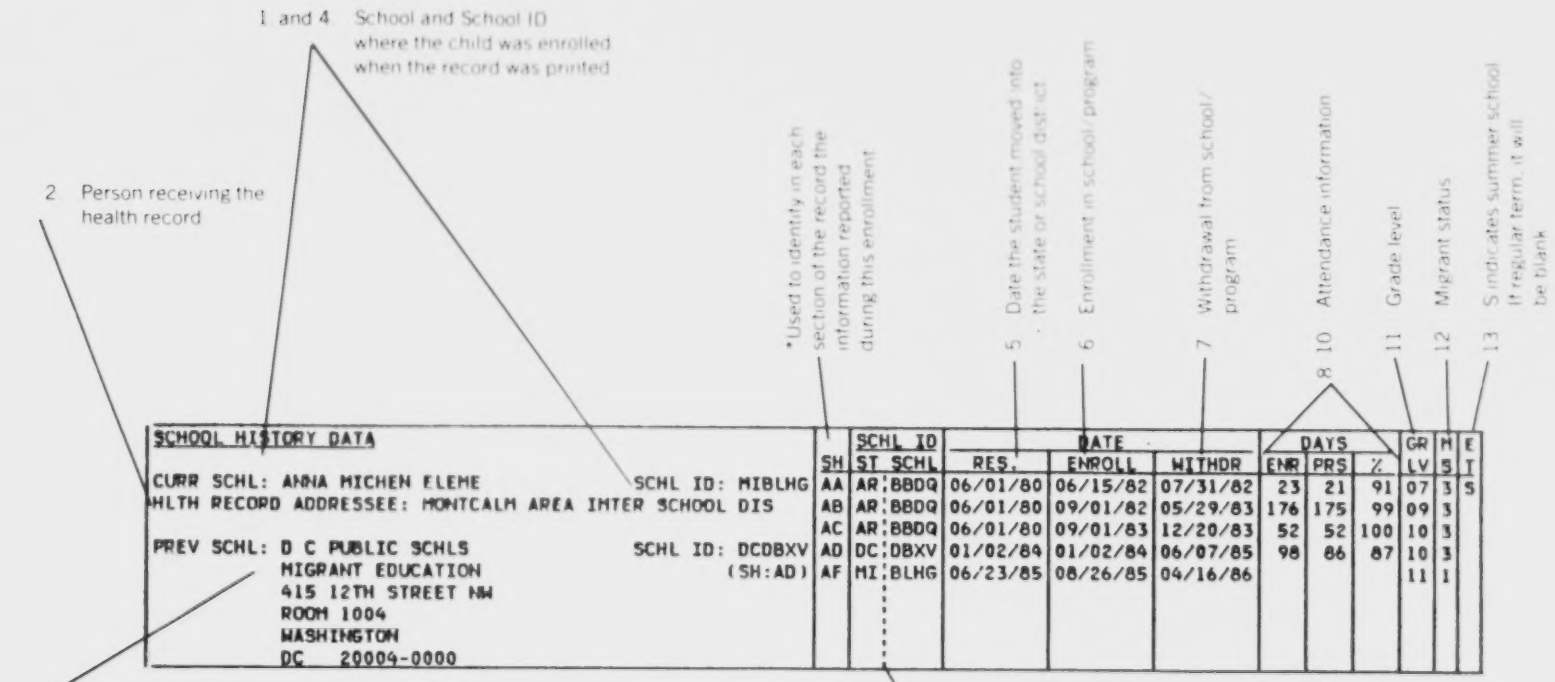
3. Person to contact for further information concerning the child's health problems.


EDUCATION-HEALTH LINKAGE
E-H #
MESSAGE:
CONTACT:
1 CONSULT MEDICAL PERSONNEL REGARDING DEGREE OF CONTAGIOUSNESS AND WHETHER OR NOT SHOULD BE IN SCHOOL.
MARGARET K JONES
MIGRANT NURSE
ROUTE 3 BOX 33
103 WEST PARK
BALD KNOB
AR 72010-0000
PH: 501-724-3361
1 CONSULT MEDICAL PERSONNEL REGARDING DEGREE OF CONTAGIOUSNESS AND WHETHER OR NOT SHOULD BE IN SCHOOL.
8 CONSULT MEDICAL PERSONNEL AND FAMILY REGARDING MEDICATIONS, PHYSICAL LIMITATIONS, AND CHRONICITY OF PROBLEM.
MIGRANT STUDENT RECORD TRANS.
DIRECTOR'S OFFICE - MSRTS
ARCH FORD EDUCATION BLDG
LITTLE ROCK
AR 72201-0000
PH: 501-371-1857

These numbers are associated with the unresolved health problems in that section of the health record and indicate what conditions caused these statements to print.

SCHOOL HISTORY DATA

1. Current school
2. Health record addressee
3. Previous school
4. School ID of current school
5. Residency dates
6. Enrollment dates
7. Withdrawal dates
8. Days enrolled
9. Days present
10. Percent of days present
11. Grade level
12. Migrant status
13. Enrollment type
14. State
15. School


1 and 4 School and School ID where the child was enrolled when the record was printed
2 Person receiving the health record
*Used to identify in each section of the record the information reported during this enrollment
5 Date the student moved into the state or school district
6 Enrollment in school program
7 Withdrawal from school/program
8 & 10 Attendance information
11 Grade level
12 Migrant status
13 S indicates summer school. If regular term, it will be blank
SCHOOL HISTORY DATA
CURR SCHL: ANNA MICHEN ELEME SCHL ID: MIBLHG
HLTH RECORD ADDRESSEE: MONTCALM AREA INTER SCHOOL DIS
PREV SCHL: D C PUBLIC SCHLS SCHL ID: DCDBXV
MIGRANT EDUCATION (SH:AD)
415 12TH STREET NW
ROOM 1004
WASHINGTON
DC 20004-0000
SH
SCHL ID ST SCHL
DATE RES. ENROLL WITHDR
DAYS ENR PRS %
GR LV
M S
E T
AA AR BBDQ 06/01/80 06/15/82 07/31/82 23 21 91 07 3 S
AB AR BBDQ 06/01/80 09/01/82 05/29/83 176 175 99 09 3
AC AR BBDQ 06/01/80 09/01/83 12/20/83 52 52 100 10 3
AD DC DBXV 01/02/84 01/02/84 06/07/85 98 86 87 10 3
AF MI BLHG 06/23/85 08/26/85 04/16/86 11 1
3 Information needed to contact last school of enrollment
14.—15. The postal abbreviation for the state and the identifier for each enrolling school.

*NOTE The first enrollment for a child is designated as AA, the second as AB, etc. Space allows only the last 6 enrollments to print.

EDUCATIONAL SKILLS

1. Reading skills under study
2. Reading instructional level
3. Math skills mastered/date mastered
4. Math skills under study
5. School history line indicator
6. Input area

MATH SKILLS

MATH SKILLS MASTERED (MOST RECENTLY REPORTED)

CODE	SUBTOPIC OR SKILL		MASTERY DATE	SH
55801C	THE NAME OF A PARTICULAR QUADRILATERAL	IDENTIFIES THE QUADRILATERAL CORRESPONDING TO A PARTICULAR TYPE	10/01/81	AC
56101A	PARALLEL, PERPENDICULAR, OR INTERSECTING LINE SEGMENTS	NAMES THE LINES OR LINE SEGMENTS AS "PARALLEL," "PERPENDICULAR," OR "INTERSECTING"	10/15/81	AC
56201	PARALLEL AND NON-PARALLEL PLANES	IDENTIFIES PLANES WHICH ARE PARALLEL OR NON-PARALLEL	10/01/81	AC

CODE	MASTERY DATE

3. The math skills which a student has mastered with the date indicating when the mastery took place

MATH SKILLS UNDER STUDY

CODE	SUBTOPIC OR SKILL		SH	DATE REPORTED
56702	A COLLECTION OF DIFFERENT OBJECTS OR FIGURES POSSESSING SYMMETRY	IDENTIFIES THE LINES OF SYMMETRY IN OBJECTS OR FIGURES	AF	10/04/85

CODE

4. Math skills the child was working on at the last reporting school

5. Associates the skills with the appropriate enrollment line in the school history section

6. May be used to report new codes

READING SKILLS UNDER STUDY

CODE	SUBTOPIC OR SKILL	INSTR LEVEL	SH	DATE REPORTED
56004	READS MULTIPLE DIRECTIONS AND PERFORMS THE TASKS.	06-1	AF	10/04/85
66001	TELLS IN OWN WORDS MEANING OF EXPRESSIONS SUCH AS A "BLANKET OF FOG", "SCREAMING HEADLINES".	06-2	AF	10/04/85
03101	PONGA LAS FORMAS SOBRE UN TABLERO, ROMPECABEZAS DE 2 A 4 PIEZAS.	06	AF	10/11/85
	READS IN : SPANISH			
	PUBLISHER: GINN AND CO - READING 720: MOUNTAINS ARE FOR CLIMBING PP 95-105			04/08/86

CODE	INSTR LEVEL
READS IN : PUBLISHER:	

1. Spanish and /or English reading skills which were being worked on at the time of reporting

2. The instructional level at which the child was working

EDUCATIONAL SKILLS
(Continued)

1. Oral language skills
2. Language
3. Early childhood skills
4. School history line identifier
5. Input area

---

1 Oral language skills the child was working on at the last reporting school

ORAL LANGUAGE SKILLS UNDER STUDY — **SKILLS UNDER STUDY**

CODE	LANG	SUBTOPIC OR SKILL	SH	DATE REPORTED
02000	ENGL	SIMPLE DIRECTIONS: FOLLOW ONE STEP ORAL INSTRUCTIONS.	AF	10/11/85
04000	ENGL	COMPLEX: FOLLOW TWO OR MORE STEPS ORAL INSTRUCTIONS.	AF	10/11/85
06000	ENGL	MAIN IDEA: LISTEN AND EXPRESS THE MOST IMPORTANT MAIN THOUGHT OR IDEA.	AF	10/11/85
02000	SPAN	SENCILLO	AF	10/11/85
04000	SPAN	COMPLEJO	AF	10/11/85
06000	SPAN	IDEA PRINCIPAL	AF	10/11/85
		LANGUAGE PROFICIENCY LEVEL IS - III, AS DETERMINED BY A TEST GIVEN ON 04/01/86		
CODE	LANG			
		LANGUAGE PROFICIENCY LEVEL IS - , AS DETERMINED BY A TEST GIVEN ON		

4 Associates the skills to the appropriate enrollment line in the school history section

5 May be used to report new skill code

3 Early childhood skills being developed at the last reporting school

EARLY CHILDHOOD SKILLS UNDER STUDY

CODE	SUBTOPIC OR SKILL	SH	DATE REPORTED
C044	USES SELECTED ABSTRACT WORD MEANINGS CORRECTLY	AF	10/11/85
AP16	GESTURES TO FAMILIAR PERSON	AF	10/11/85
CODE			

NOTE: Skills information does not print for students beyond 8th grade unless information has been reported in the last 12 months

— U21 —

MINIMUM GRADUATION REQUIREMENTS

1. Designated high school
2. Projected graduation date
3. Contact person
4. Required subjects
5. Grade level of course
6. Number of terms required
7. Type of term
8. Clock hours
9. Explanation

---

*1 The student has indicated that he intends to graduate from this high school

2 Year the student should graduate

3 Person to contact for more information

MINIMUM GRADUATION REQUIREMENTS OF DESIGNATED HIGH SCHOOL
FOR PROJECTED GRADUATION IN 1985

ARBBDQ ARKANSAS DEPT OF EDUCATION MIGRANT EDUCATION LITTLE ROCK,AR 72201-0000 PH: 501-371-1853
**** STUDENT HAS DESIGNATED A SCHOOL FOR WHICH NO MGR DATA IS AVAILABLE, STATE MGR FOLLOWS FOR ARKANSAS ****
CONTACT: JOE BASIL, CORD MIG ED PH: 501-371-1853

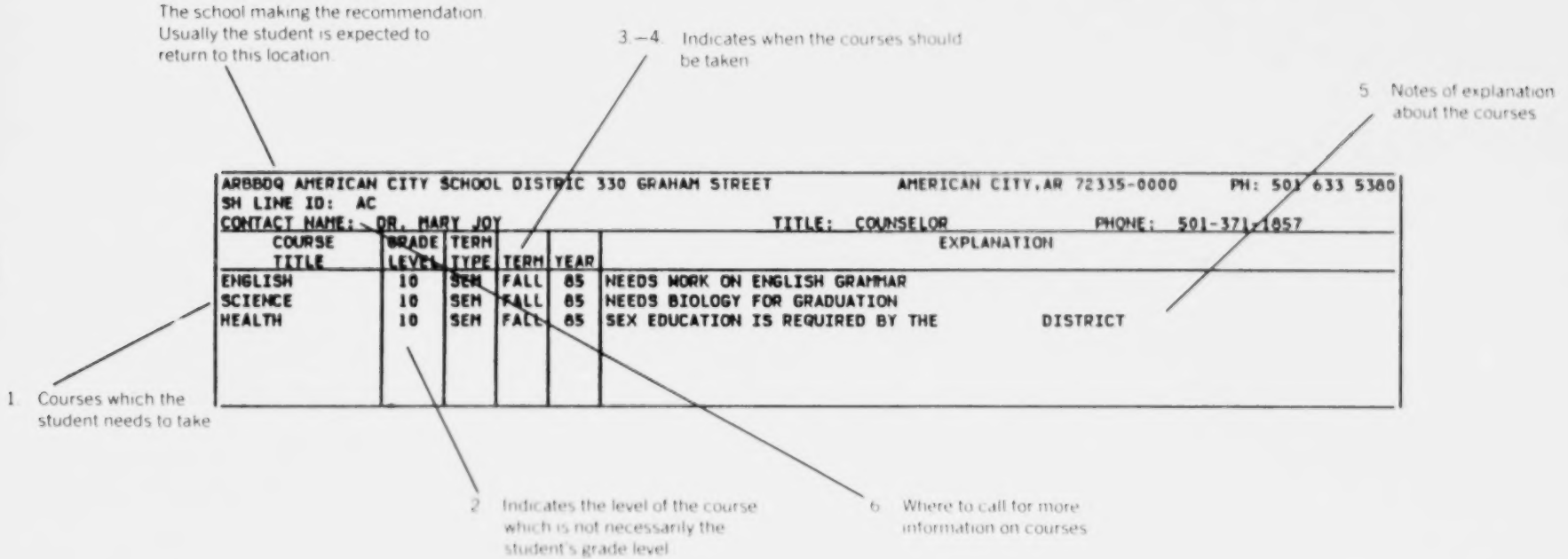
REQUIRED SUBJECTS	GRADES TAUGHT	NO. TERMS REQ D	TYPE OF TERM	MIN. NO. CLOCK HRS. PER TERM	EXPLANATION
AM HIST CIVICS	9-12	1	YEAR		1 UNIT
ENGLISH	9-12	4	YEAR		4 UNITS
HEALTH PE	9-12	1	YEAR		1 UNIT
MAJOR FIELD	9-12	3	YEAR		3 UNITS EXCLUDING ENGLISH
MINOR FIELD	9-12	6	YEAR		A UNIT IS A CLASS SCHEDULED FOR A MINIMUM OF 200 MINUTES LAB CLASS 275 MINUTES PER WEEK FOR 36 WEEKS :A TOTAL OF SIXTEEN UNITS ARE THE MINIMUM GRADUATION REQUIREMENTS
TOTAL		15			REQUIREMENTS ARE EFFECTIVE BEGINNING WITH THE GRADUATING CLASS OF 83

4.—9. The courses which are required by the designated high school

*NOTE: If no high school has been designated, the minimum graduation requirements of the student's home base state will print.

RECOMMENDED COURSES

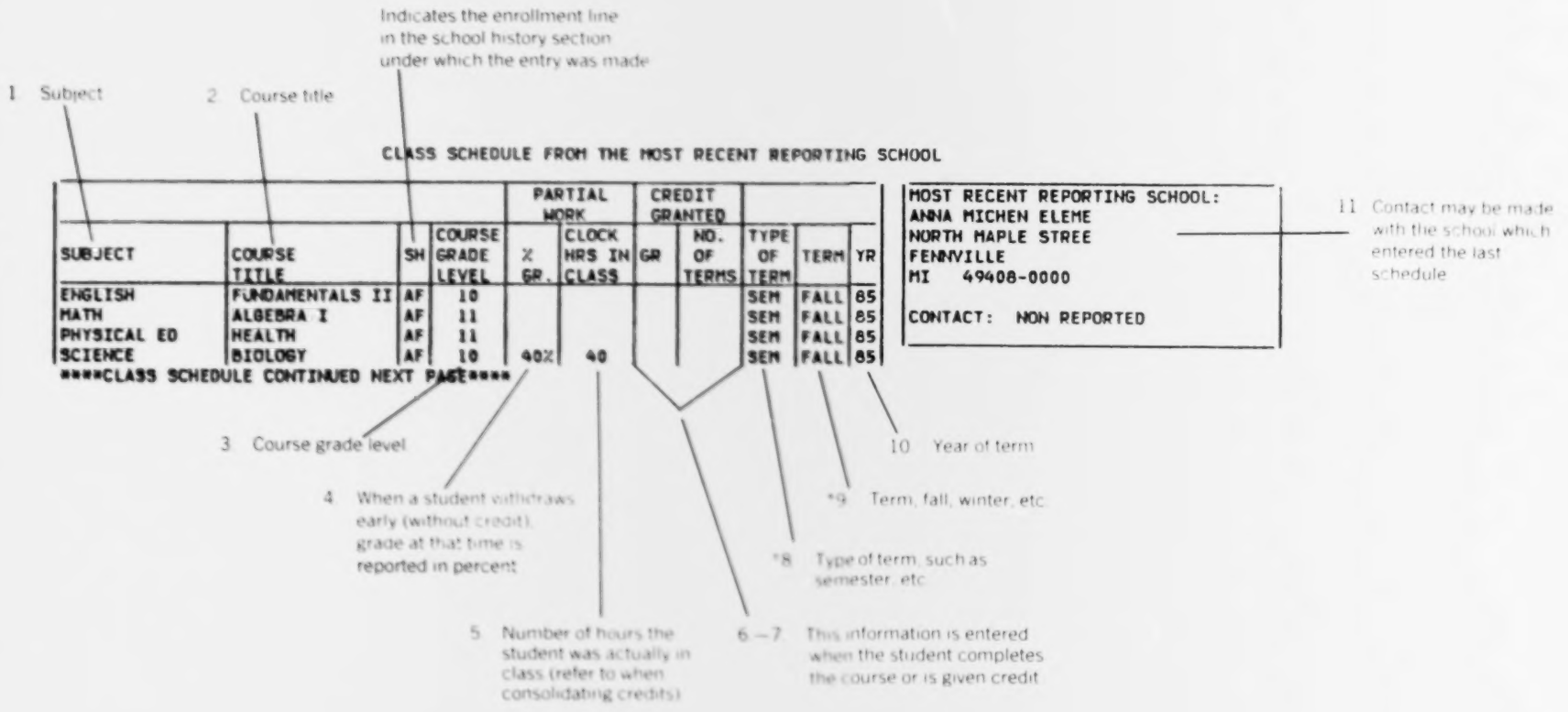
1. Course title
2. Grade level
3. Term type
4. Year
5. Explanation
6. Contact Person


The school making the recommendation. Usually the student is expected to return to this location.
3.–4. Indicates when the courses should be taken
5. Notes of explanation about the courses
ARBBOQ AMERICAN CITY SCHOOL DISTRIC 330 GRAHAM STREET AMERICAN CITY,AR 72335-0000 PH: 501 633 5380
SH LINE ID: AC
CONTACT NAME: DR. MARY JOY TITLE: COUNSELOR PHONE: 501-371-1057
COURSE TITLE
GRADE LEVEL
TERM TYPE
TERM
YEAR
EXPLANATION
ENGLISH 10 SEM FALL 85 NEEDS WORK ON ENGLISH GRAMMAR
SCIENCE 10 SEM FALL 85 NEEDS BIOLOGY FOR GRADUATION
HEALTH 10 SEM FALL 85 SEX EDUCATION IS REQUIRED BY THE DISTRICT
1. Courses which the student needs to take
2. Indicates the level of the course which is not necessarily the student's grade level
6. Where to call for more information on courses

35

CLASS SCHEDULE FROM MOST RECENT REPORTING SCHOOL

1. Subject
2. Course title
3. Course grade level
4. Percentile of grade
5. Clock hours
6. Final grades
7. Number of terms
8. Type of term
9. Term
10. Year
11. School that reported partial credit

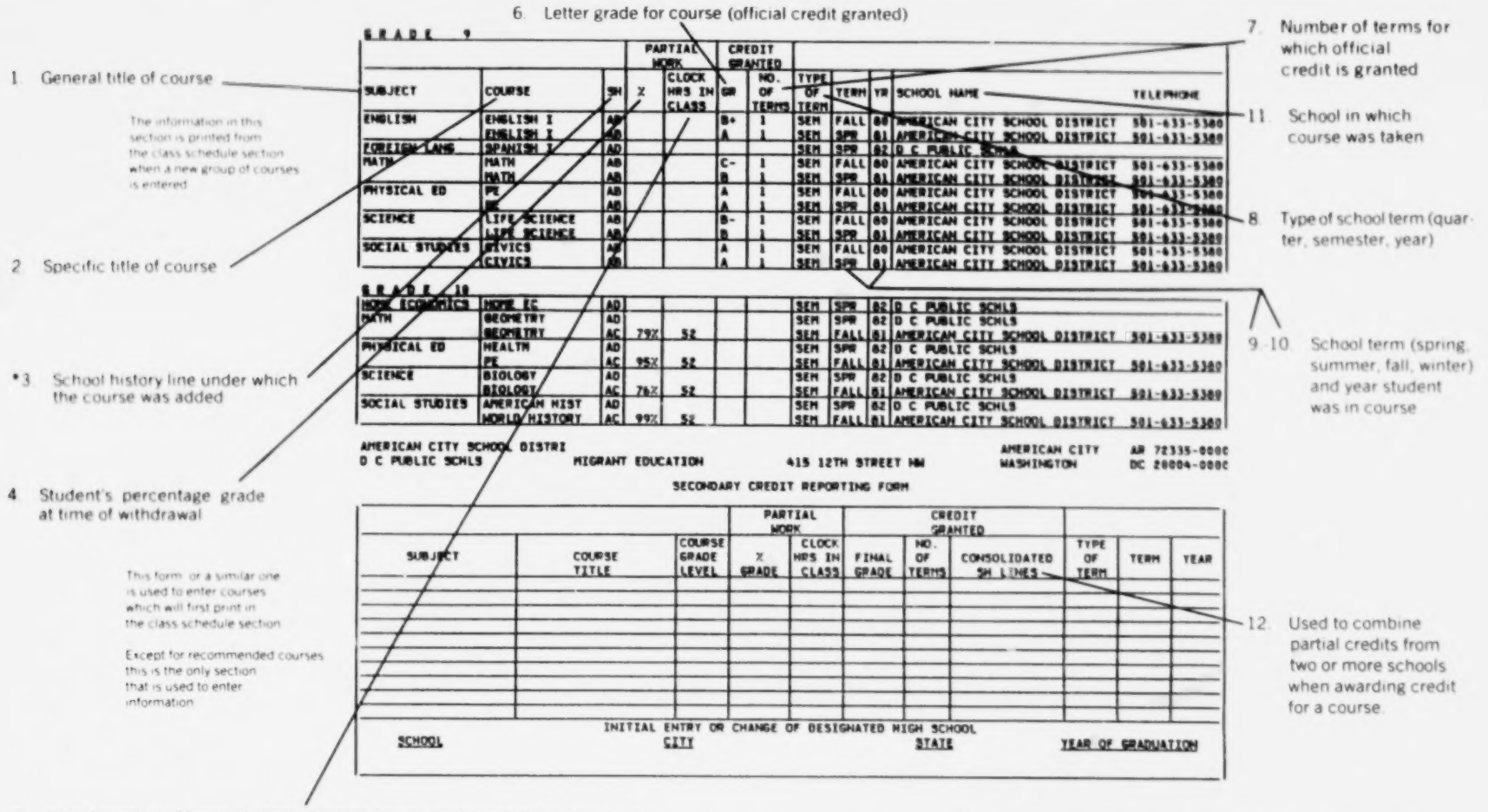

Indicates the enrollment line in the school history section under which the entry was made
1 Subject
2 Course title
CLASS SCHEDULE FROM THE MOST RECENT REPORTING SCHOOL
PARTIAL WORK
CREDIT GRANTED
SUBJECT
COURSE TITLE
SH
COURSE GRADE LEVEL
% GR.
CLOCK HRS IN CLASS
GR
NO. OF TERMS
TYPE OF TERM
TERM
YR
ENGLISH FUNDAMENTALS II AF 10 SEM FALL 85
MATH ALGEBRA I AF 11 SEM FALL 85
PHYSICAL ED HEALTH AF 11 SEM FALL 85
SCIENCE BIOLOGY AF 10 40% 40 SEM FALL 85
****CLASS SCHEDULE CONTINUED NEXT PAGE****
MOST RECENT REPORTING SCHOOL:
ANNA MICHEN ELEME
NORTH MAPLE STREE
FENNVILLE
MI 49408-0000
CONTACT: NON REPORTED
11 Contact may be made with the school which entered the last schedule
3 Course grade level
4 When a student withdraws early (without credit), grade at that time is reported in percent
5 Number of hours the student was actually in class (refer to when consolidating credits)
6—7 This information is entered when the student completes the course or is given credit
*8 Type of term, such as semester, etc.
*9 Term, fall, winter, etc.
10 Year of term

—U24—

*See MSRTS Users Educational Manual for additional information

SECONDARY CREDIT ACCRUAL

1. Subject
2. Course
3. SH Line ID
4. Percent
5. Hours
6. Final grade
7. Number of terms
8. Type of term
9. Term
10. Year
11. School name
12. Consolidated SH lines


6. Letter grade for course (official credit granted)
7. Number of terms for which official credit is granted
1. General title of course
The information in this section is printed from the class schedule section when a new group of courses is entered
11. School in which course was taken
8. Type of school term (quarter, semester, year)
2. Specific title of course
9-10. School term (spring, summer, fall, winter) and year student was in course
*3. School history line under which the course was added
4. Student's percentage grade at time of withdrawal
This form or a similar one is used to enter courses which will first print in the class schedule section
Except for recommended courses this is the only section that is used to enter information
12. Used to combine partial credits from two or more schools when awarding credit for a course.
5. Actual number of hours student attended course (prints only for partial credit)
GRADE 9
GRADE 10
AMERICAN CITY SCHOOL DISTRI
D C PUBLIC SCHLS
MIGRANT EDUCATION
415 12TH STREET NW
AMERICAN CITY
WASHINGTON
SECONDARY CREDIT REPORTING FORM
SUBJECT
COURSE TITLE
COURSE GRADE LEVEL
PARTIAL WORK
% GRADE
CLOCK HRS IN CLASS
CREDIT GRANTED
FINAL GRADE
NO. OF TERMS
CONSOLIDATED SH LINES
TYPE OF TERM
TERM
YEAR
INITIAL ENTRY OR CHANGE OF DESIGNATED HIGH SCHOOL
SCHOOL
CITY
STATE
YEAR OF GRADUATION

*NOTE: The first enrollment for a child is designated as AA, the second AB, etc. Space allows only the last six enrollments to print.

SUPPORTIVE DATA

1. Current supplemental programs
2. Name of program
3. Program code
4. Starting and ending dates
5. Hours
6. Previous supplemental programs
7. Language for instruction
8. Special talents
9. Test data
10. Special education contact data

1.–5. Supplemental programs in which student is participating at the current school

6. Supplemental programs the student has participated in during the last 3 years

SUPPORTIVE DATA

CURRENT SUPPLEMENTAL PROGRAMS

NAME	CODE	DATE START	DATE END	HRS CUR

PREVIOUS SUPPLEMENTAL PROGRAMS

NAME		CODE	DATE START	DATE END	HOURS LAST	HOURS CUM	SH
E.S.O.L.	*	1	01/04/84			25	AD
TUTORIAL MATH	*	3	01/04/84			10	AD
TUTORIAL READING		4	01/04/84				AD

* - SERVICES PAID FOR PARTIALLY OR TOTALLY BY MIGRANT EDUCATION FUNDS

7. The languages used to teach the child to best facilitate his understanding

(Needs to be updated annually)

LANGUAGE(S) FOR INSTRUCTION

LANGUAGE	ASSESSMENT DATES FORMAL	ASSESSMENT DATES INFORMAL	SH
SPANISH	10/02/85		AF
ENGLISH		10/01/85	AF

10. A person to contact for further information about the student's special educational needs. (Prints for 1 year from date indicated)

SPECIAL TALENT

DATE	NAME	SH
09/30/81	QUILTING	AC
09/30/81	STORY TELLING	AC

8. Interests or talents which may help establish rapport with the child

TEST DATA

NAME	CODE	FORM	LVL	SCORE	T	DATE ADMIN.	H	SH
CTBS - READING	00101	A	4	9.4	G	10/02/81	H	AC
CTBS - ARITHMETIC	00102	C	5	8.9	G	10/03/81	H	AC
CTBS - ARITHMETIC	00102	C	3	8.9	G	10/03/83	H	AC
CTBS - READING	00101	A	C	9.2	G	10/04/83	H	AC

9. Nationally recognized or state designated test scores recorded in the last 3 years

SPECIAL EDUCATION CONTACT DATA

CONTACT:
BRANNON BERRY
SPECIAL PROGAMS SUPERVISOR
MONTCALM AREA SCHOOLS
STANTON
MI 49408-0000
PH: 514-384-4202 (04/16/86)

FOLLOW-UP CODES:

VARIABLE	COND1	COND2
CONDITION	51	40
IEP AVAILABILITY	02	02
SPEC ED SERVICES	02	02
RELATED SERVICES	15	10

2. The MSRTS Health Record

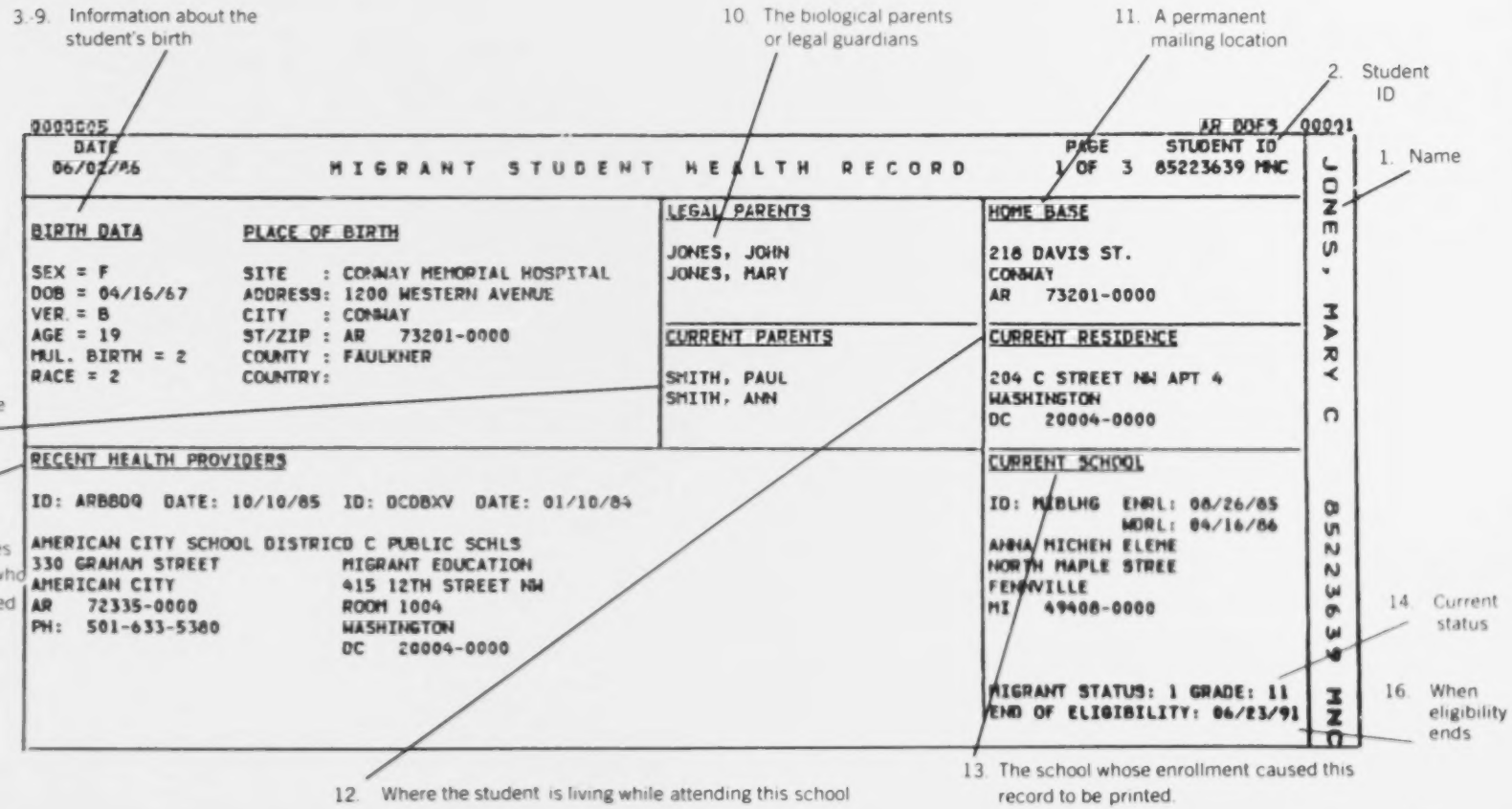
Each section is shown with a brief explanation of the information contained in it.

The student's identifying information will appear on all records. Other sections will appear only when information has been reported for that section. A short statement will appear for sections in which no information has been reported.

For a look at the health record form in its entirety, see appendix VII.

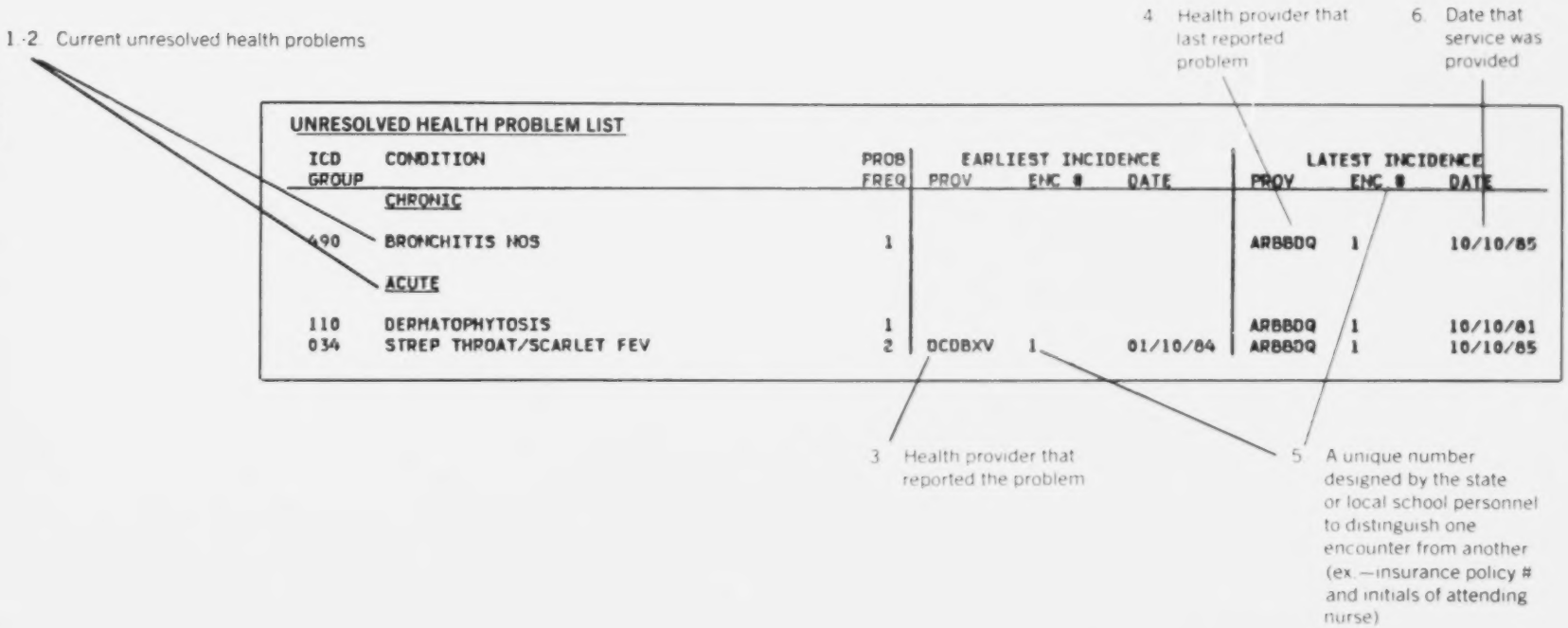
STUDENT IDENTIFICATION DATA

1. Name
2. Student ID
3. Sex
4. Date of birth
5. Birth verification
6. Age
7. Place of birth
8. Multiple birth
9. Race
10. Parent(s) name(s)
11. Home base address
12. Current residence
13. Current school
14. Status
15. Recent health providers
16. End of eligibility



UNRESOLVED HEALTH PROBLEM LIST

1. Chronic unresolved health problems
2. Acute unresolved health problems
3. Earliest incidence
4. Latest incidence
5. Encounter number
6. Date of encounter


1-2 Current unresolved health problems
4 Health provider that last reported problem
6 Date that service was provided
UNRESOLVED HEALTH PROBLEM LIST
ICD GROUP
CONDITION
PROB FREQ
EARLIEST INCIDENCE
PROV
ENC #
DATE
LATEST INCIDENCE
PROV
ENC #
DATE
CHRONIC
490 BRONCHITIS NOS 1 ARBBDQ 1 10/10/85
ACUTE
110 DERMATOPHYTOSIS 1 ARBBDQ 1 10/10/81
034 STREP THROAT/SCARLET FEV 2 DCDBXV 1 01/10/84 ARBBDQ 1 10/10/85
3 Health provider that reported the problem
5 A unique number designed by the state or local school personnel to distinguish one encounter from another (ex.—insurance policy # and initials of attending nurse)

PATIENT AND FAMILY HISTORY

1. Personal medical history
2. Family medical history
3. Encounter dates

1. Personal medical history
3. Dates that service was provided
1. **Yes** indicates a history of this condition
1. Medical condition being reported
1. **No** indicates no history of this condition

```
PATIENT HISTORY

V12    PERSONAL HISTORY OF CERTAIN OTHER DISEASES
  10/10/81  ENC - 1          - REPORTED BY ARBBDQ
          * ICD - V12.01     - MEASLES
            OUTCOME          - YES - INDICATED A PERSONAL HISTORY OF THIS CONDITION
            ICD - V12.02     - RUBELLA
            OUTCOME          - NO - INDICATED NO PERSONAL HISTORY OF THIS CONDITION
            ICD - V12.03     - MUMPS
            OUTCOME          - NO - INDICATED NO PERSONAL HISTORY OF THIS CONDITION
            ICD - V12.04     - CHICKEN POX
            OUTCOME          - YES - INDICATED A PERSONAL HISTORY OF THIS CONDITION
            ICD - V12.06     - TB
            OUTCOME          - NO - INDICATED NO PERSONAL HISTORY OF THIS CONDITION
            ICD - V12.3      - PERSONAL HISTORY OF DISEASES OF BLOOD AND BLOOD-FORMING ORGANS
            OUTCOME          - NO - INDICATED NO PERSONAL HISTORY OF THIS CONDITION
            ICD - V12.4      - PERSONAL HISTORY OF DISORDERS OF NERVOUS SYSTEM AND SENSE
                               ORGANS
            OUTCOME          - NO - INDICATED NO PERSONAL HISTORY OF THIS CONDITION
            ICD - V12.41     - EPILEPSY
            OUTCOME          - NO - INDICATED NO PERSONAL HISTORY OF THIS CONDITION

V14    PERSONAL HISTORY OF ALLERGY TO MEDICINAL AGENTS
  10/10/81  ENC - 1          - REPORTED BY ARBBDQ
            ICD - V14        - PERSONAL HISTORY OF ALLERGY TO MEDICINAL AGENTS
            OUTCOME          - NO - INDICATED NO PERSONAL HISTORY OF THIS CONDITION
```

2 Family Medical History

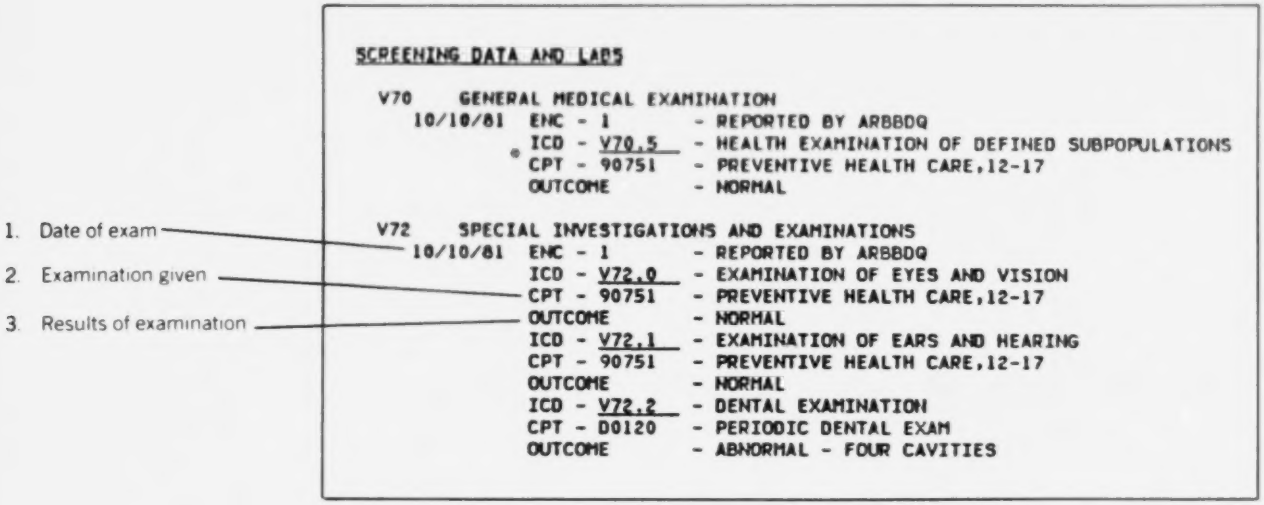
```
FAMILY HISTORY

V17    FAMILY HISTORY OF CERTAIN CHRONIC DISABLING DISEASES
  10/10/81  ENC - 1          - REPORTED BY ARBBDQ
            ICD - V17.2      - FAMILY HISTORY OF OTHER NEUROLOGICAL DISEASES
            OUTCOME          - NO - INDICATED NO FAMILY HISTORY OF THIS CONDITION
            ICD - V17.21     - EPILEPSY
            OUTCOME          - NO - INDICATED NO FAMILY HISTORY OF THIS CONDITION
            ICD - V17.41     - HYPERTENSION
            OUTCOME          - NO - INDICATED NO FAMILY HISTORY OF THIS CONDITION
```

*NOTE: ICD stands for International Classification of Diseases

SCREENING DATA AND LABS

1. Recorded dates of physicals
2. Screenings and examinations
3. Results of tests


SCREENING DATA AND LABS
V70 GENERAL MEDICAL EXAMINATION
10/10/81 ENC - 1 - REPORTED BY ARBBDQ
ICD - V70.5 - HEALTH EXAMINATION OF DEFINED SUBPOPULATIONS
CPT - 90751 - PREVENTIVE HEALTH CARE,12-17
OUTCOME - NORMAL
V72 SPECIAL INVESTIGATIONS AND EXAMINATIONS
10/10/81 ENC - 1 - REPORTED BY ARBBDQ
ICD - V72.0 - EXAMINATION OF EYES AND VISION
CPT - 90751 - PREVENTIVE HEALTH CARE,12-17
OUTCOME - NORMAL
ICD - V72.1 - EXAMINATION OF EARS AND HEARING
CPT - 90751 - PREVENTIVE HEALTH CARE,12-17
OUTCOME - NORMAL
ICD - V72.2 - DENTAL EXAMINATION
CPT - D0120 - PERIODIC DENTAL EXAM
OUTCOME - ABNORMAL - FOUR CAVITIES
1. Date of exam
2. Examination given
3. Results of examination

If all reported data has been normal, only the latest data is printed.

If any abnormal results have been reported, all data will be printed on the record.

*NOTE: CPT stands for Current Procedural Terminology, Fourth Addition.

Copyright 1985, American Medical Association

IMMUNIZATION DATA

1. Immunization
2. Dates given
3. Reporter ID
4. Provider ID
5. Date reported

2 Date of immunization

1 Type of immunization

5 Date reported

```
IMMUNIZATION DATA

  V04    NEED FOR PROPHYLACTIC VACCINATION AND INOCULATION AGAINST
         CERTAIN VIRAL DISEASES

              ICD - V04.01  - POLIO ORAL
     10/15/72 ENC - I2AD    - REPORTED BY CABWKZ            ON 12/15/72
     12/05/72 ENC - I2AD    - REPORTED BY CABWKZ            ON 12/15/72
     02/23/74 ENC - AA23    - REPORTED FOR CABWKZ BY CABWKZ ON 06/15/74
     06/15/74 ENC - AA23    - REPORTED FOR CABWKZ BY CABWKZ ON 06/15/74

  V06    NEED FOR PROPHYLACTIC VACCINATION AND INOCULATION AGAINST
         COMBINATIONS OF DISEASES

              ICD - V06.1   - NEED FOR PROPHYLACTIC VACCINATION WITH COMBINED
                              DIPHTHERIA-TETANUS-PERTUSSIS (DTP) VACCINE
     10/15/72 ENC - I2AD    - REPORTED BY CABWKZ            ON 12/15/72
     12/05/72 ENC - I2AD    - REPORTED BY CABWKZ            ON 12/15/72
     06/15/74 ENC - AA23    - REPORTED FOR CABWKZ BY CABWKZ ON 06/15/74

              ICD - V06.4   - NEED FOR PROPHYLACTIC VACCINATION WITH MEASLES-MUMPS-RUBELLA
                              (MMR) VACCINE
     12/08/72 ENC - I2AD    - REPORTED BY CABWKZ            ON 12/15/72
```

4 Provider I.D.

3 Reporter I.D.

VII. MSRTS RESOURCES

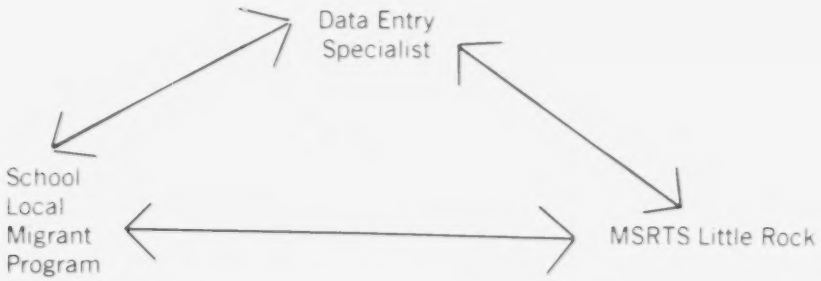
A. Printed Resources

Many materials are available on the use of MSRTS. For current available materials consult the appendix and/or contact your state migrant education office. These materials include manuals on the following:

1. Skills
2. The educational record
3. The health record
4. Secondary credits
5. Current test and supplemental program codes
6. Acronyms and abbreviations (see appendix VIII)

B. Human Resources

Each state has a process for handling data. Information flows from and to the school in the following manner:



Generally, the project site/school has a local contact person who is responsible for the MSRTS record. These people are most commonly called record transfer clerks, recruiters and/or data entry specialists.

Under the direction of the state director of migrant education, each state has personnel responsible for the encoding of this data who are commonly called terminal operators or data entry specialists. They communicate with personnel in Little Rock, who assist the states with their implementation of the records system.

C. Optional Attachment to the MSRTS Educational Record

The Master Teachers and Health Providers Committee **recommends the following page be duplicated and attached to the most current copy of the educational record. These should then be filed in the cumulative folder of each migrant student. This is done to enable any non-migrant project school receiving the student to interpret the information the record contains.**

OPTIONAL ATTACHMENT TO THE MSRTS EDUCATIONAL RECORD

This record can give you some valuable information concerning your new student. It is a succinct culmination of much useful information. The fact that the record exists means that at some point in time, this student has moved into a school district served by a migrant program. The student has qualified for the program by moving in order for a parent/guardian to obtain work in eligible agricultural related or fishing activities.

- In the top left hand portion of this record, you can see how recently the record was updated and printed.
- The top portion of the record will tell you the following useful things about your student: birth data, parent data and address. It may alert you as to whether a student has been on an approved free-lunch program. You may need to check on current eligibility if there is a free-lunch qualifying (FLQ) date.
- The school history data section located just below the birth data will give you a prior school address and phone number. This section also contains the student's attendance record.
- If the education-health linkage is present it will alert you to possible health problems which can affect the student's performance in school.
- The educational skills section gives you the most recently **reported** skills the student has studied.
- If the student is in grades 8 through 12 you may see secondary credit data. This section yields vital information for choosing a curriculum for the student.
- The supportive data section will alert you to possible educational needs. It shows previous supplemental programs in which the student was enrolled, the language in which the student learns best and any special talents or test data that might be useful to you. This section may also contain special education contact data. There will be a phone number, an address and the name of a person you can contact for more detailed information. A health record, which contains valuable information such as immunizations, screenings and health problems, is available for each migrant student.

IF YOU NEED OR DESIRE FURTHER INFORMATION ABOUT THIS RECORD, YOU CAN CONTACT THE APPROPRIATE LOCAL OR STATE PERSONNEL. APPROPRIATE PHONE NUMBERS ARE PROVIDED ON THE BACK OF THIS SHEET. MSRTS AND THE MASTER TEACHERS/HEALTH PROVIDERS HAVE PRODUCED A RESOURCE GUIDE WHICH MAY BE OF ASSISTANCE TO YOU.

CONTACT NUMBERS FOR MIGRANT SERVICES

Alabama Migrant Office	Montgomery	205 261-5145
Alaska Migrant Office	Juneau	907 465-2824
Arizona Migrant Office	Phoenix	602 255-5138
Arkansas Migrant Office	Little Rock	501 371-1853
California Migrant Office	Sacramento	916 324-1556
Colorado Migrant Office	Denver	303 866-6758
Connecticut Migrant Office	Hartford	203 566-3426
Delaware Migrant Office	Dover	302 756-4667
District of Columbia Migrant	Washington	202 724-4235
Florida Migrant Office	Tallahassee	904 487-3517
Georgia Migrant Office	Atlanta	404 656-4995
Idaho Migrant Office	Boise	208 344-2195
Illinois Migrant Office	Springfield	217 782-6038
Indiana Migrant Office	Indianapolis	317 269-9477
Iowa Migrant Office	Des Moines	515 281-5313
Kansas Migrant Office	Topeka	913 296-3161
Kentucky Migrant Office	Frankfort	502 564-3301
Louisiana Migrant Office	Baton Rouge	504 342-3517
Maine Migrant Office	Augusta	207 289-5170
Mariana Islands Education	Saipan, CM	
Marshall Islands Education	Majuro	
Maryland Migrant Office	Baltimore	301 333-2412
Massachusetts Migrant Office	Tewksbury	617 851-5934
Michigan Migrant Office	Lansing	517 373-0160
Minnesota Migrant Office	St. Paul	612 296-0324
Mississippi Migrant Office	Jackson	601 359-3498
Missouri Migrant Office	Jefferson City	314 751-8280
Montana Migrant Office	Helena	406 444-5443
Nebraska Migrant Office	Lincoln	402 471-2481
Nevada Migrant Office	Carson City	702 885-3136
New Hampshire Migrant Office	Concord	603 271-2717
New Jersey Migrant Office	Trenton	609 292-8463
New Mexico Migrant Office	Santa Fe	505 827-6527
New York Migrant Office	Albany	518 474-1233
North Carolina Migrant Office	Raleigh	919 733-3972
North Dakota Migrant Office	Bismarck	701 224-2284
Ohio Migrant Office	Worthington	614 466-4161
Oklahoma Migrant Office	Oklahoma City	405 521-2846
Oregon Migrant Office	Salem	503 373-1378
Pennsylvania Migrant Office	Harrisburg	717 783-6466
Puerto Rico Migrant Office	Hato Rey	809 754-1050
Rhode Island Migrant Office	Providence	401 277-3037
South Carolina Migrant Office	Columbia	803 734-8109
South Dakota Migrant Office	Pierre	605 773-3218
Tennessee Migrant Office	Nashville	615 741-0628
Texas Migrant Office	Austin	512 463-9067
Utah Migrant Office	Salt Lake City	801 533-6092
Vermont Migrant Office	S. Burlington	802 658-6342
Virginia Migrant Office	Richmond	804 225-2911
Washington Migrant Office	Olympia	206 753-1031
West Virginia Migrant Office	Charleston	304 348-2702
Wisconsin Migrant Office	Madison	608 266-2690
Wyoming Migrant Office	Cheyenne	307 777-6239
Migrant Student Record Transfer System		501 375-4960
United States Office of Migrant Education		202 732-4746

HEALTH SECTION

TABLE OF CONTENTS for HEALTH SECTION

Page

I. **Introduction** 1

II. **Objectives** 2

III. **Provision of Care** 3

A. Goals 3
B. Services 3
C. Informed Consents 4
D. Service Providers 5
E. Program Models 6

1. Minnesota Model 6
2. Utah Model 7
3. New York State Model 8
4. Washington State Model 9
5. Louisiana Model 9

IV. **Special Health Concerns — Developing Awareness of Specific Needs** 10

A. Factors That Place Migrant Children at Risk 11

1. Low Income 11
2. Barriers to Health Services 11
3. Mobile Life Style 11

B. Frequently Identified Health Problems in Migrant Children 12

1. Dental 12
2. Visual 12
3. Hearing Disorder 12
4. Immunizations 12
5. Nutrition 12
6. Handicapping Conditions 12
7. Child Abuse 13
8. Adolescent Suicide 13
9. Lead Poisoning 13
10. Pesticides 13

V. **Utilization of MSRTS Record** 14

A. Output Documents 14
B. Input Documents 14
C. MSRTS User's Manual 14
D. Health Data Entry Form 15

VI. **Training** 16

A. Health Professionals 16
B. Parents 16
C. School Personnel 16
D. Recruiters (Re: Collection of Information) 16
E. Model Health Workshop 17

VII. **Summary** 29

I. INTRODUCTION

Maximum education achievement for the migrant child is often hindered by undiagnosed and untreated health problems. Some are obvious — the young migrant child with undiagnosed hearing or vision problems will clearly experience difficulty in learning, regardless of the quality of the educational program presented. Other less obvious but equally significant undetected health conditions such as anemia, respiratory infections and dental disease also contribute to listlessness and distraction which may inhibit the learning process.

Not only do children of migrant farmworkers face the typical diseases and health problems of childhood, but in addition, they confront numerous health problems and risks associated with their migratory lifestyles and environmental hazards of agricultural work. Although from a health viewpoint migrant children are at a very high risk, a number of social, cultural and linguistic barriers often preclude their ability to access health care services on a regular basis.

Complicating the problem of irregular access to health care is a parallel problem—lack of continuity of care. Virtually all health professionals working with migrant farmworkers can recount numerous examples of migrant children who have had immunization series initiated several times, but who have never had the series completed and thus remain unprotected from serious disease conditions that are 100 percent preventable. Had the next health provider working with the child known which immunizations had been administered previously, these types of omissions would not happen. Significant portions of a medical history, such as a history of seizures or an allergy to specific medications, are also of critical importance when attempting to provide high-quality medical care to migrant children.

Given the availability of both education and health programs, it is inexcusable in the decade of technology for any migrant child to be denied access to health care. **Given the existence of the Migrant Student Record Transfer System** it is equally inexcusable for continuity of care to remain a problem. The knowledge and tools are readily available to both educators and health providers to resolve the long-standing problems associated with access and continuity. **It is now only a question of will.**

II. OBJECTIVES

The purpose of the health section of this resource guide is to assist those persons working with migrant children to

1. **Provide optimal health care** to migrant children;
2. **Promote the utilization of the MSRTS record** to insure continuity of health care;
3. **Encourage the team concept** (all persons working with the migrant children, parents, teachers, health care providers and recruiters are members of a "team" and have responsibility for the child's health care);
4. **Examine the relationship between health and academic achievement** of the migrant child.

III. PROVISIONS OF CARE

A. Goals

The migrant education program, coordinating its efforts with other programs and agencies, must strive to ensure that all migrant children receive proper health care thus enhancing their educational potential and the quality of their lives.

The following objectives are necessary to promote the well-being of migrant children:

1. **Reinforce** the concept that each child and his family is responsible for his or her health;
2. **Conduct** necessary health screenings and identify health problems;
3. **Develop** an awareness of health problems and assist parents in making referrals for health care;
4. **Coordinate** migrant health problems with other agencies to ensure provision of care;
5. **Provide** follow-up on referrals;
6. **Counsel** families in health care;
7. **Promote** and assist in health education;
8. **Maintain** complete and timely health records.

B. Services

Each state director decides how much of the migrant education budget will be allotted to health services. It can be so elaborate as to include complete physicals with laboratory tests, total follow-up, all medical, surgical and dental referrals including diagnosis and treatment. It may also include current medical, surgical and dental problems. On the other hand, the health services can be so limited as to allow only for medical emergencies, or the health services could be totally eliminated.

In an effort to assure **optimal** health of each migrant child, it is suggested that the following screenings be provided. These screenings will permit the early identification of existing or potential health problems and allow for medical intervention while the child is still in the area.

1. **Patient and Family History**—Targets health problems which have occurred in the past, as well as identifies potential problems.
2. **Health Screenings** (See appendix IX for Washington State Screenings Standards)
   a. Vision—Uses screening test to identify squinting, blurry vision and/or other complaints which may be an indication of a visual disturbance
   b. Hearing—Uses screening test to indicate hearing loss
   c. Dental—Identifies problems requiring professional dental care
   d. Height and Weight—Identifies overweight and underweight
   e. Blood Pressure—Identifies elevated blood pressure which may indicate kidney or cardio-vascular disease, also base line data is obtained (see appendix X)
   f. Scoliosis—Identifies curvature of the spine
   g. Nurse's Health Assessment—Refers to the process of identifying possible health problems
   h. Developmental Screenings—Identifies gross motor, fine motor and language problems
3. **Laboratory Screenings**
   a. Urinalysis—Determines presence of infection or other health problems such as diabetes and kidney disease
   b. Hematocrit/Hemoglobin—Assesses the possibility of iron deficiency anemia
   c. TB Skin Test—Determines exposure to tuberculosis bacillus
4. **General Medical Assessment** (by a physician)
5. **Immunization**—Determines adequacy according to state guidelines

It is essential that all health information be recorded on the child's MSRTS record so that continuity of care can be assured when the child moves to a new location.

C. Informed Consent

Health services, including emergency care, require parent's informed consent, which is recorded on the Certificate of Eligibility. All information is confidential—child and parent rights must be protected.

D. Service Providers

In order to provide health care to migrant children it is essential that the services of all health providers be utilized and coordinated. Potential health providers include migrant health clinics, community health clinics, local physicians, dentists, migrant education programs and community agencies (see appendix XI and XII for expanded list of national agencies). Each community will vary in types of programs, agencies and services available. It is important that migrant educators and health providers survey the available health resources in their area and utilize their services.

The following list of community agencies is provided as a **starting point** for educators and health providers who are seeking services for migrant children. It is not anticipated that all of these agencies will be available in each community. On the other hand, other services not listed here may be available in your community.

1. Early Periodic Screenings, Diagnostic and Treatment Program: Funding for physical evaluations provided to students with eligibility for public assistance.
2. Maternal and Child Services: Physical and developmental screenings along with child development counseling offered through public health agencies in most states.
3. Health and Rehabilitative Service, such as Crippled Children's Services: State services designed to fund diagnostic evaluations, provide treatment and associated equipment for specific handicapping conditions.
4. State and Local Health Departments: Provide prenatal services, well child clinics, provision of immunizations, communicable disease control, environmental health controls and administration of Crippled Children's Services and Women, Infants and Children (WIC) Programs in some areas.
5. Local Schools: May provide audio, visual, dental, scoliosis, height and weight, blood pressure or other screening programs.
6. Community Mental Health Centers: Mental health counseling and therapy services provided through local and state funding.
7. Alcohol/Drug Abuse Programs: Counseling and therapeutic services for problems of alcoholism and drug addiction.
8. Family Planning Programs: Provide counseling for effective means of birth control as well as pregnancy counseling.
9. Women, Infants and Children (WIC) Programs: Supplemental food program and nutritional education for women, infants and children funded by U.S. Department of Agriculture.
10. Service Clubs: Special funding for glasses, (Lion's), rehabilitation (Shriner's and Elks) or other specific health needs (Hospital Guilds) may be available through local service organizations.
11. Voluntary Health Agencies such as American Heart and Cancer Associations: Local chapters may help those with specific health problems by providing health education materials. Muscular Dystrophy may help provide transportation and medical supplies. Cystic Fibrosis and Easter Seal Association may supply equipment and service.
12. State Co-operative Extension Services: Provide a multitude of educational pamphlets and programs such as Expanded Food and Nutritional Educational Program (EFNEP).
13. U.S. Department of Agriculture Surplus Commodity Program: May provide free cheese, butter and other commodities to financially eligible families.

E. Program Models

The effective implementation of health services for migrant children can be accomplished in a variety of ways. In setting up a health program, the following must be considered:

1. **Budget**: Find out the funding available or what budget is allocated to the health services.
2. **Assessment**: Assess your needs. Choose priorities of health care. Determine screenings which help the majority of the students. How can you use your funds most effectively?
3. **Eligibility**: Consider eligibility for established community resources.
4. **Organization and Management**: Make your plan. Consider early intervention strategy in health problems, long and short objectives and develop a tracking system for data collection.
5. **Implementation**: Put your plan into operation.
6. **Evaluation**: Use the data collected to measure the effectiveness of the program. Consider and identify the strengths and weaknesses. Use this information to modify your program.

The following five health program models are described to illustrate a **variety** of approaches for the provision of comprehensive health care for migrant students.

1. Minnesota Model

Minnesota Migrant Education works closely with Migrant Health Services, Inc., of Minnesota and Tri-Valley Preschool Programs to coordinate health and educational services to migrant children from two weeks of age through secondary levels. The six to eight-week programs are held in 14 sites throughout Minnesota from May until August.

At each of these sites health care professionals, primarily nurses, are employed. These persons are responsible for daily health care and first aid, health screenings (depending on the child's age), immunizations and health education. The health care professionals are responsible for inputting health information onto the MSRTS.

Migrant Health Services, Inc. is responsible for contracting with screeners and health professionals when necessary. This agency is responsible for payment of health services, using a voucher system. Migrant health nurses make home visits for immediate follow-up of children's health problems involving the family.

The MSRTS is utilized for all children enrolled in the migrant education and preschool programs in Minnesota to provide continuity of health care.

2. Utah Model

The health component is responsible to the migrant community to provide for:

— Emergency Care
— Care for Current Health Problems
— Prophylactic Needs
— Health Maintenance

In the school, focus is on the daily needs of the children. These needs include first aid and other spontaneous health concerns as well as health education.

During the six to eight-week program, each child will have preliminary screenings, a physical examination and dental evaluation, with recommended follow-up.

All of these services are correlated by the health provider.

To set up the program, needs are assessed first in relation to funding. The following STEPS are evaluated and action taken according to needs and goals.

Step 1 System for Projecting Health Component

— Assess needs
— Assess goals
— Evaluate assistance available from community agencies
— Evaluate assistance available from service organizations
— Consider resources of Migrant Education (Chapter 1)
— Consider resources of Migrant Health Services

Step 2 System for Gathering Information

— Establish eligibility
— Establish enrollment
— Obtain health history
— Obtain immunization status
— Obtain permission for health screenings
— Request student MSRTS records

Step 3 System for Providing Daily Health Needs

— First aid care
— Spontaneous health concerns
— Current health problems
— Health education

Step 4 System for Preliminary Health Screening

— Visual evaluation
— Hearing test
— Weight and height grids
— Hematocrit/Hemoglobin
— T.B. test
— Immunization if needed
— Blood pressure
— Urinalysis
— Scoliosis

Step 5 System for On-Site Medical/Dental Evaluation

— Provide a doctor
— Provide a nurse and/or nurse practitioner
— Provide a dentist
— Provide a hygienist

Step 6 System for Providing Care/Follow-up

— Migrant health services with voucher system
— Community clinics
— Home visits
— Provide transportation

Step 7 System for Recording

— On-site records
— Input to MSRTS

Summary

Following these steps may help you to develop a comprehensive health component. However, one very important aspect to an effective health program is to delegate the responsibility for each system to a specific person. Perhaps it will be to the recruiter, the secretary or the health provider but some **SPECIFIC PERSON** must be designated to assume the responsibility of each step.

3. New York State Model

MIGRANT HEALTH VOUCHER SYSTEM

The New York State Migrant Health Voucher System is a unique, statewide project designed to provide health services to migrant children when those services are not available through another resource.

The project, which is funded with Chapter 1 Migrant Education money, is coordinated on a statewide basis and dependent on the cooperation and concern of local migrant education personnel.

The project is designed to

1. Provide full coordination of **all** health services at the local level in addressing the health needs of migrant children.
2. Provide fast, quality health care to meet identified needs.
3. Provide services on a cost efficient basis.

Steps in providing health services through the Migrant Health Voucher System include the following:

- All migrant education personnel receive training regarding the health problems of migrant children, the relationship between good health and academic success, and the use of the Migrant Health Voucher System.
- Local migrant education project coordinators survey the health resources in their area and prepare a list of possible health providers and health care funding.
- Migrant educators observe their students for possible health problems.
- Screening clinics are conducted to assess the health status of migrant children.

When a health problem is identified, the following procedures are adhered to in securing services to meet that problem

1. The local migrant education project coordinator contacts health providers on a previously prepared list of health resources in an attempt to meet the identified need at no cost or low cost to the family.
2. If the need can not be met through a local resource, the migrant education project coordinator contacts the Migrant Health Voucher System Coordinator by phone to request payment for the service.
3. When verbal approval has been secured for payment of the service, the migrant education project coordinator arranges with the child's parent and with a local health care provider or health care facility to meet the identified health need. Every attempt is made to obtain the service at the lowest possible cost without sacrificing the quality of the care.
4. After the service has been rendered, the health care provider sends a bill and a signed New York State Voucher to the office of the Migrant Health Voucher System for payment.

4. Washington State Model

In Washington state, the Educational Service District # 171 contracts with local health departments, within their district, to provide the health component of the migrant education program.

Public health nurses, working in teams of three or four, provide the audio, visual, dental and physical screening of the students within the school facility. In addition, they provide urine screening, hematocrits and tuberculin skin testing. The immunization status is assessed as well. If immunizations are needed, they are administered at the school facility by the nurses.

Parents are encouraged to be present during the assessment, but work obligations frequently interfere. However, the provider does have a patient and family history with which to work. Health education is an important part of the encounter with the student. Time away from the classroom is kept at a minimum with all screening done in a given block of time.

Once the health problems are identified, the public health nurses work with the family to coordinate follow-up. Home visits are frequently required to explain the problem and determine any area, such as funding or transportation, interfering with meeting the student's medical need. Local health providers, service organizations and community agencies are tapped to meet the needs of each child.

The Migrant Student Record Transfer System is utilized to maintain an accurate up-to-date health record. All information is recorded by the public health nurse, and current records are maintained in the school and local agency as well.

Through a close working relationship with both the schools and the parents, the public health nurse coordinates continuing health care for the migrant students. Often the nurse becomes an advocate for the child and his family as other needs are identified during home visits. Through timely entry of health data onto the MSRTS, an ongoing medical record is established with the potential of following the student throughout the United States.

5. Louisiana Model

In Louisiana the migrant health program is an organized program which extends from the coordination and supervision at the state level to the nurse who provides actual services on a parish level. The health provider is a registered nurse certified through the State Department of Education. Additional criteria for job performance is set forth within the jurisdiction of the parish board. A migrant nurse may be full-time or prorated with another program depending on the number of students served and the needs within the parish. The migrant health program is coordinated with other school health programs in order to eliminate supplanting.

Visits are scheduled to the schools by the nurse for the purpose of vision, hearing, dental and health assessments on all eligible migrant students when feasible as well as health counseling and health education. Immunization records are checked. Possible health problems are identified, referrals made to the proper source and assistance given as much as possible. The health provider works closely with the migrant students, their families and the schools. Home visits are made as needed. Pertinent health data is collected and reviewed. Follow-up is done as deemed necessary. A close working relationship is maintained with other health departments, and services are utilized when possible.

Keeping accurate updated records and documenting services administered to the migrant students are other important functions of the migrant school nurse. The MSRTS Health Data Section provides a means for recording pertinent health information that will transfer with the student.

The migrant health support service helps to provide needed health services to migrant children and to supplement services not provided by other programs. The MSRTS is a service that has been rendered to migrant children through the process of utilization of health data collected.

IV. SPECIAL HEALTH CONCERNS

Migrant children not only face the typical diseases and health problems of childhood; they also confront numerous health problems and risks associated with their migratory lifestyle.

Health providers are often faced with a migrant child who does not communicate easily in English. The following words and phrases may be helpful.

Spanish phrases of commonly used words and phrases.

1. What is your name?
   ¿Cómo se llama usted?
   (¿Cómo te llamas?)
2. What is wrong?
   ¿Tienes algún problema?
3. How are you?
   ¿Cómo estás?
4. I am very sorry.
   Lo siento mucho.
5. Sit down. Stand up.
   Siéntate. Párate.
6. Stick out your tongue.
   Saca la lengua.
7. Open your mouth.
   Abre la boca.

*8. Where does it hurt?
   ¿Dónde te duele?

Body Parts

1. head — cabeza
2. mouth — boca
3. hands — manos
4. leg — pierna
5. face — cara
6. tooth — diente
7. ears — oídos/orejas
8. nose — nariz
9. eyes — ojos
10. feet — pies
11. arm — brazo
12. hair — pelo
13. tongue — lengua
14. finger — dedo

***See appendix XIII and XIV for additional English-Spanish phrases and Temperature and Dosage Chart Standards for health providers.**

A. Factors Which Place Migrant Children at Risk *

1. Low income

The low income level for some migrant families may result in poor nutrition, inadequate housing and a crisis approach to health care. An estimated 50 percent of the health problems of migrant children can be traced to the **lack of a nutritious diet**. Inadequate nutrition in early ages may adversely affect the health of migrant children and result in physical problems that plague the child into adulthood.

Low income may mean that migrant families live in substandard housing units. Often an entire family lives in one room and shares cooking and toilet facilities with several other families. Lack of kitchen facilities results in the purchase of food that can be eaten with minimal preparation. Such convenience foods are a poor source of nutrition.

Because migrant families often do not have health insurance or the money necessary to pay for medical and dental care, such care is generally provided on a crisis basis. Medical problems are ignored until the problem becomes acute and medical attention is essential. Even when migrant families live in areas where health services are available, families are hesitant to take care of health problems except on an emergency basis. Time required for health care would detract from the time available for working and earning money.

2. Barriers to health services *

These barriers may include **isolation** and **inaccessibility of health services, language and cultural barriers, eligibility requirements** and **discrimination.**

Migrant families often live in housing or migrant labor camps located in isolated rural areas. As a result, transportation to doctors, dentists, hospitals or clinics, can be a major problem. The availability of health services may be further restricted by the hours that health providers work. If clinics are not open on weekends or evenings, then the migrant worker must leave the field to obtain medical attention, resulting in loss of pay.

Language can be a barrier to migrant workers who may have a limited command of English. If bilingual health providers are not available, migrant workers have great difficulty expressing their needs and comprehending the instructions of the medical provider.

Culture is another barrier to obtaining health care. Health providers sometimes lack understanding and sensitivity to cultural perspectives.

Eligibility requirements and waiting periods for publicly funded medical and nutritional programs often restrict the availability of services to migrant families. This may severely hamper the families' ability to meet the health and nutritional needs of their children. For example, if a waiting period of 30 days is required before a service can be made available, it may mean that the family will have moved to another area (and possibly another waiting period) before receiving the required care.

Discrimination is a real problem faced by migrant families as they enter new communities. Migrant families are often members of minority groups and are usually considered to be outsiders. Many times they are not afforded the same courtesies as permanent community residents.

3. Mobile lifestyle

A third major cause of poor health conditions of migrant farmworkers is the mobility of their lifestyle. Such mobility often results in a lack of continuity of health care. Continuous supervision of a medical problem by one physician can not be provided. A worker may obtain an initial diagnosis and treatment for an ailment in one state and ask for follow-up care in a second, third or even fourth state.

* Documentation from the report "The occupational Health of Migrant and Seasonal Farmworkers in the United States," from the National Rural Health Care Association, 2220 Holmes, Kansas City, MO 64108.

B. Frequently Identified Health Problems in Migrant Children

A survey of health problems reported to the MSRTS in 1985, and of health problems observed by migrant health providers from several states indicates that the following problems are prevalent in migrant children:

1. Dental

One of the greatest health needs of the migrant child is dental care. The California Story (Mines and Kearney, 1982) reports 47.2% of migrant families reported toothaches and an additional 15.7% reported gum disease. This results from poor dental care as well as poor nutrition. A lack of awareness of the importance of primary teeth (baby teeth), along with poor financial status, prevents most migrant children from seeing a dentist on a regular basis.

2. Vision

A visual handicap prevents adequate achievement in school. Often students who have poor reading abilities have some type of neglected vision problems. According to the Auxiliary to Texas Optometric Association, there is considerable correlation between school drop-outs and reading deficiencies which can be related to a vision deficiency.

3. Hearing disorder

Out of a 30 student classroom, at least one child has a significant hearing loss. Three and one-half percent (3.5%) to five percent (5%) of school age children have some type of hearing loss due to otitis media and serous otitis. Most hearing problems have developed by the time a child reaches third grade. Children with hearing problems are put at a disadvantage because in many instances they are labeled mentally retarded until the hearing loss has been diagnosed.

4. Immunizations

Immunizations are of vital importance to all age groups. It is of utmost importance that the immunizations process begin in infancy. State laws require all students be immunized against diphtheria, tetanus, poliomyelitis, pertussis, measles, rubella and mumps. Exceptions to these requirements are allowed on an individual basis. Other immunizations are available and may be required for children and parents. Benefits derived from the prevention of disease through immunization practices are immeasurable.

The MSRTS health record provides an important link for recording and updating immunization information. **The record is only as reliable as the information recorded on it.** A personal immunization record should be kept by the parents for each family member.

5. Nutrition

Malnourishment among the migrant population can be traced to a lack of income with which to provide adequate nutrition and a lack of awareness of the elements of a balanced diet.

The rapid growth rate of infants and children make them especially vulnerable to malnutrition. A poorly nourished child is highly susceptible to infections and may exhibit low height and weight patterns. A recent study conducted in California (Mines and Kearney, 1982) indicated 21.7% families reported anemia as being a chronic problem. Fatigue and lack of energy result from anemia, as well as poor healing of the body.

6. Handicapping conditions

Any suspected handicapped child should be referred for further evaluation. All handicapped migrant children should have **EARLY**

- **Identification by**

Appropriate professionals
Appropriate testing
Appropriate consideration of cultural/ethnic characteristics

- **Evaluation of**

  Weaknesses
  Strengths
  Plan of action to develop skills

- **Service for**

  Long-term goals
  Short-term goals
  Data collection, evaluation and assessment
  Review

Assessing progress may be difficult because of the length of the program; however, information on where the child is going is extremely important for proper follow-up. This information should be entered into the MSRTS system to maintain continuity on the educational-health program. Health personnel should also be aware of what individual educational plans (IEPs) have been developed to comply with P.L. 94-142 and state regulations.

7. Child abuse

Each year, approximately 10,000 children are battered, between 50,000 and 75,000 are sexually abused and 20,000-50,000 are emotionally, physically or mentally neglected. About 40 out of every 1,000 students are physically abused each year.

According to statistics completed by the Eastern Stream Child Abuse Prevention Education (ESCAPE) Project, the incidence of child abuse among migrant children is approximately 100 children per thousand. This is roughly **ten times** the rate of the U.S. population as a whole and four times the rate of families with annual incomes of less than $7,000.

Of the four types of child abuse, **physical neglect is the predominant form of maltreatment**. There also are considerable numbers of migrant children who are physically, sexually and emotionally abused.

The main types of child abuse are:

- **Physical Abuse**—Any non-accidental injury caused by the child's caretaker
- **Neglect** — Non-attention to the child's basic needs such as food, clothing, shelter, medical care and supervision
- **Sexual Abuse**—Any contact or interaction between a child and adult in which the child is being used for the sexual stimulation of the perpetrator or other adult
- **Emotional Abuse**—Includes blaming, belittling or rejecting a child; constantly treating siblings unequally, and the persistent lack of concern by the caretaker for the child's welfare

8. Adolescent suicide

A major social, medical and educational problem is adolescent suicide and attempted suicide. All boundaries are crossed in suicide: economic, racial and social. It is the second leading cause of death in the 15-21 age group. In American youth, 10-15% have at least attempted suicide. In the high school age group, for every completed suicide there are 100 to 200 attempted suicides.

9. Lead poisoning

Lead poisoning is a "man-made" disease that affects metabolism and mental development. According to the National Center for Disease Control it affects more children than measles, mumps and chicken pox combined. The latest figures show that some 675,000 preschoolers are affected by lead poisoning to some degree. That is about 4% of children between the ages of six months to five years who suffer some degree of lead poisoning. (See appendix XV for more information.)

10. Pesticide poisoning

Due to the agriculture related work with which the migrant family is associated, a high incidence of pesticide poisoning exists in this element of the population. In seeking a resolution to this problem several contributing factors have been identified. These include:

a. The need for better regulations of safety for the pesticide handler
b. More education in the signs and systems of pesticide poisoning
c. Container storage and labeling procedures
d. General handwashing techniques
e. Clothing safety procedures.

V. UTILIZATION OF MSRTS RECORD

For the health provider, the MSRTS record can maintain a comprehensive medical profile or record on the client. A completed record includes patient history, family history, previous screenings and lab data, as well as lists of acute and chronic health problems and immunizations. This record may be the patient's only hope of compiling a complete medical history. The system is available, but **it is the responsibility of each provider** to make it a meaningful record.

A. Output Documents

1. Request records from MSRTS

2. Examine output documents

a. Educational record will go to the instructional personnel. Education-Health (E-H) Linkage may appear. **This message identifies health problems about which the instructional personnel should know.** It is presumed that these are unresolved problems, acute or chronic, and the condition is such that it may have an effect on the student's learning ability.

b. Health record will go to the health provider. This record contains identifying data and health information which has been previously entered into the system. Health information is reported using diagnostic and procedural codes.

Diagnostic Procedure: ICD (International Classification of Disease) CPT (Current Procedure Terminology) (See appendix XVI for complete list of codes taken from MSRTS User's Manual.)

This record can be evaluated in many ways; we are presenting **one** way of assessing the health output.

3. Evaluate medical record

a. Unresolved health problems
Action: Is intervention appropriate? Have these problems been resolved since the last entry?

b. Patient and family history
Action: Is there any significant condition which affects the student's present health?

c. Screening data
Action: When were screenings last done?
How do they relate to the norms?
Are further screenings necessary?
Should screenings be repeated?

d. Immunizations
Action: Are they current? Is intervention appropriate?

e. Resolved health problems
Diagnosed and treated problems are listed. This may be useful for future reference.
Action: None

B. Input Documents

The health record varies from state to state. Some states have separate forms for physical examinations and data entry. Others may combine these forms (see following example). The Health Data Entry Form is completed by the assigned person. This information is entered into the MSRTS data bank, which becomes a permanent record.

C. MSRTS User's Manual

This manual contains detailed information in the use of the Migrant Student Record Transfer System. A list of frequently used ICD (International Classification of Diseases) and CPT (Current Procedure Terminology) codes are included in the appendix of this resource guide.

HEALTH DATA ENTRY FORM*

_____ Add A New Encounter
_____ Correct Existing Encounter

Program _____

Provider ID: _____ Student No: _____ Date of Birth _____ Sex: _____
Reporter ID: _____ Client Name: (Last) _____ (First) _____ (MI) _____
Date of Enc: _____ Legal Parent: (Last) _____ (First) _____
Encounter #: _____ (Last) _____ (First) _____

PATIENT HISTORY	YES/NO
V10 Malignant Neoplasm	
V12.01 Measles	
V12.02 Rubella	
V12.03 Mumps	
V12.04 Chicken Pox	
V12.05 Whooping Cough	
V12.06 TB	
V12.21 Diabetes	
V12.3 DS BL & Organs	
V12.4 DS NS & Organs	
V12.41 Epilepsy	
V12.5 DS Cir. System	
V12.51 Rheumatic Fever	
V12.6 DS Resp System	
V12.7 DS Digestive System	
V13.0 DS Urinary	
V14 Allergy Med Agent	
V15 Allergy Other Agent	
_____ _____	
_____ _____	
_____ _____	

FAMILY HISTORY	
V16 Malignant Neoplasm	
V17.1 Stroke	
V17.2 DS of Nervous Sys	
V17.21 Epilepsy	
V17.3 Ischemic Heart DS	
V17.4 Other Cardiovas	
V17.41 Hypertension	
V19.6 Allergic Disorder	
_____ _____	
_____ _____	
_____ _____	
_____ _____	
_____ _____	

IMMUNIZATION			Admin. Date	Admin. Batch #	History of Previous Admin Date	Date	Date
V03.1	Typhoid Paratyp						
V03.2	Tuberculosis (BCG)						
V03.6	Pertussis Alone						
V03.7	Tetanus Tox. Alone						
V04.01	Polio Oral						
V04.02	Polio Immunization						
V04.1	Smallpox						
V04.2	Measles Alone						
V04.3	Rubella Alone						
V04.6	Mumps Alone						
V04.8	Influenze						
V06.1	DTP						
V06.12	Td						
V06.4	MMR						
_____	_____	_____					
_____	_____	_____					
_____	_____	_____					

SCREENS/LABS			CHK A/N/U		Outcome
V20.2	_____	HLTH Exam(Preschool)			
V70.5	_____	HLTH Exam (School Age)			
V72.0	90760	Gen. Vision Exam			
V72.1	90760	Gen. Hearing Exam			
V72.2	D0120	Dental Exam (Oral)			
V72.2	D1120	Dental Exam (Prophyl.)			
V72.2	D1230	Dental Exam (Fluoride)			
V72.80	90760	Height			(CM) (IN)
V72.81	90760	Weight			(KG) (LBS)
V71.2	71000	TB X-Ray			(Whealsize-MM)
V74.1	86580	TB Skin (Intradermal)			
V81.1	90760	Blood Pressure			
V81.51	81002	Urinalysis (Dipstick)			
V82.81	90760	Scoliosis			
_____	_____	_____			
_____	_____	_____			
_____	_____	_____			

HEALTH PROBLEMS

Primary	ICD Code	Type	Status	EH Codes			CPT	A/N/U		Outcome	RX or Batch #

*** NOTE:** This is a sample form. Health data entry forms are supplied by each state office.

VI. TRAINING

In order to make the provision of health services appropriate to the needs of migrant children, it is essential that ongoing training be provided to those persons who have direct responsibility for their health care. Health providers such as nurses, doctors, dentists and clinic personnel are obviously responsible for the provision of services. But health care personnel cannot adequately care for the health needs of migrant children in isolation. School personnel, recruiters and parents are all contributors to the appropriate health care of migrant children and need training in this area.

The following outline suggests training **topics** for each of the members of the health team:

A. Health Professionals

1. What are the unique health needs of migrant children and their families?
2. What is the MSRTS, and how can it be utilized to the benefit of the migrant child?
3. How can cooperative relationships with local health providers be developed to the advantage of the migrant child?

B. Parents

1. What is preventive health care?
2. What are common health problems of children?
   a. Baby bottle mouth
   b. Immunizations
   c. Lack of health records
   d. Childhood diseases
   e. Safety
   f. Nutrition
3. How do children grow? (Child Development Information)

C. School Personnel

1. What are the unique aspects of the migrant family's lifestyle, and how can the school be sensitive to the culture of the child?
2. What are the most frequently reoccurring health problems of migrant children?
3. How can teachers recognize health problems in migrant children?
4. What are the indicators of child abuse?
5. What health education activities and resources can be used in the classroom to promote health care?
6. What local agencies can be utilized by the teacher to promote health education and health care?
7. How can the teacher utilize the E-H Linkage on the MSRTS record to facilitate the education of migrant children?

D. Recruiters

1. What are the most frequently reoccurring health problems of migrant children?
2. How can the recruiter recognize health problems in migrant children?
3. To whom should observed health problems be reported?

E. Model Health Workshop

This model was developed to help you present a workshop on how to use the MSRTS health section and its relationship to education.

You may use all of the workshop or sections of it for mini-workshops. You may duplicate any or all of it for your purposes.

MODEL HEALTH WORKSHOP

OVERVIEW OF WORKSHOP AND WORKSHOP OBJECTIVES

Information

1. What is the relationship between health and education?
2. What is the health status of migrant children?
3. How can health services be obtained for migrant children?
4. How can the MSRTS record be utilized to benefit health/education of migrant children?

Visuals

Transparency listing workshop objectives (Transparency # 1)

Handouts

(Same as visual) Handout # 1

Activity

Lecture format

Time

Five minutes

WHAT IS THE RELATIONSHIP BETWEEN HEALTH AND EDUCATION?

Information

1. Some children seem to sail through school while others just are unable to get off the ground. Sometimes the ingredient that makes the difference is a matter of health. For migrant children this is often the case.
2. Educational achievement can be hindered by undiagnosed and untreated health problems.
3. Undiagnosed and untreated visual and hearing problems have obvious adverse effects on learning.
4. Less obvious health problems such as anemia, respiratory infections and dental disease may contribute to listlessness and distraction due to pain which may inhibit the education process.

Visuals

Transparency of two balloons — one on the ground and one up in the air. (Transparency # 2)

Handouts

None

Activity

Lecture format

Time

Three minutes

WHAT IS THE HEALTH STATUS OF MIGRANT CHILDREN?

Information

1. Migrant children and families have the poorest health of any group in the United States.
2. Not only do migrant children face the typical diseases and health problems of childhood, they also confront numerous risks associated with their migratory lifestyle.
3. There are several barriers that prevent migrant children from obtaining good health care.
   a. Low income which results in poor nutrition, inadequate housing and a crisis approach to health care.
   b. Specific barriers such as geographic isolation, language, cultural barriers, eligibility requirements and discrimination.
   c. Mobile lifestyle which results in a lack of continuity of health care.
4. There are several health problems for which migrant children are at a high risk.
   a. dental
   b. hearing disorders
   c. lead poisoning
   d. visual problems
   e. incomplete immunizations
   f. pesticide poisoning
   g. child abuse
   h. handicapping conditions

Visuals

1. Transparency of barriers to obtaining good health (Transparency # 3)
2. Transparency of frequent health problems (Transparency # 4)

Handouts

1. List of barriers to good health (Handout # 2)
2. List of frequent health problems (Handout # 3)

Activity

1. Ask workshop participants to name the barriers that they believe may prevent migrant children from obtaining health care.
2. Lecture format

Time

Twenty minutes

HOW CAN HEALTH SERVICES BE OBTAINED FOR MIGRANT CHILDREN?

Information

1. If migrant children are to obtain good health care, it is essential that all people who have responsibility for the care of migrant children function as a team in observing and reporting health problems and locating health services.
2. Health services can be obtained from several sources including local doctors and dentists, migrant clinics, community health clinics as well as a host of agencies and services providers.

Visual

Transparency of health care team (Transparency # 5)

Handouts

List of health organizations and agencies (Handout # 4)

Activity

Lecture format

Time

Ten minutes

HOW CAN MSRTS RECORD BE UTILIZED TO BENEFIT THE HEALTH AND EDUCATION OF THE MIGRANT CHILD?

Information

1. The MSRTS record is an important link in the continuous health care of the migrant child.
2. Your attitude and your utilization of the MSRTS is critical.
3. E-H Linkage — may appear on the education record if the child has a health problem about which the instructional personnel should know.
4. The health record goes to the health provider and contains identifying data and health information which was previously entered into the system.

Visual

Transparency of types of information on health record (Transparency # 6)

Handouts

Print-out of a health record

Print-out of an education record

Activity

Lecture format

Time

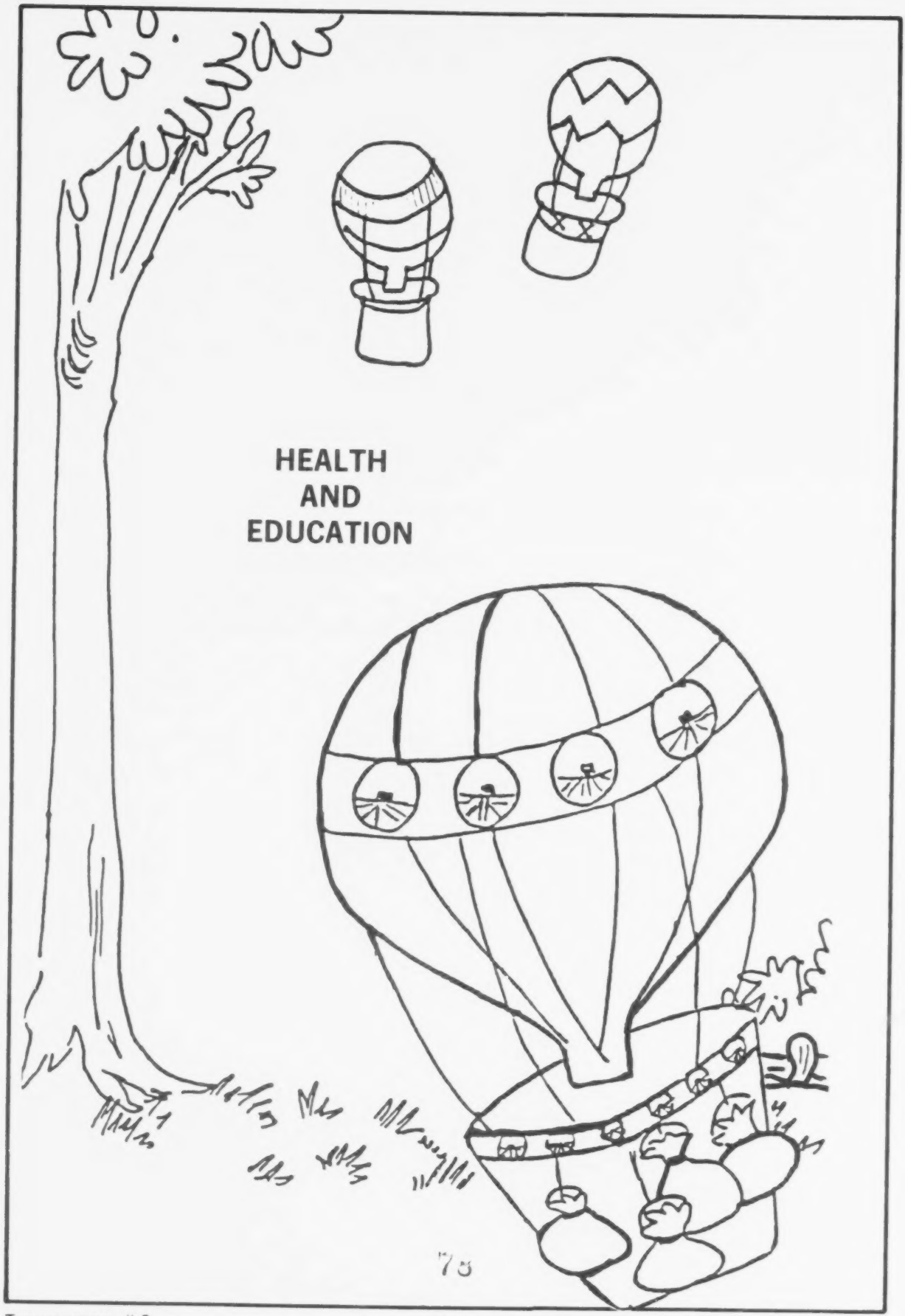
Ten minutes

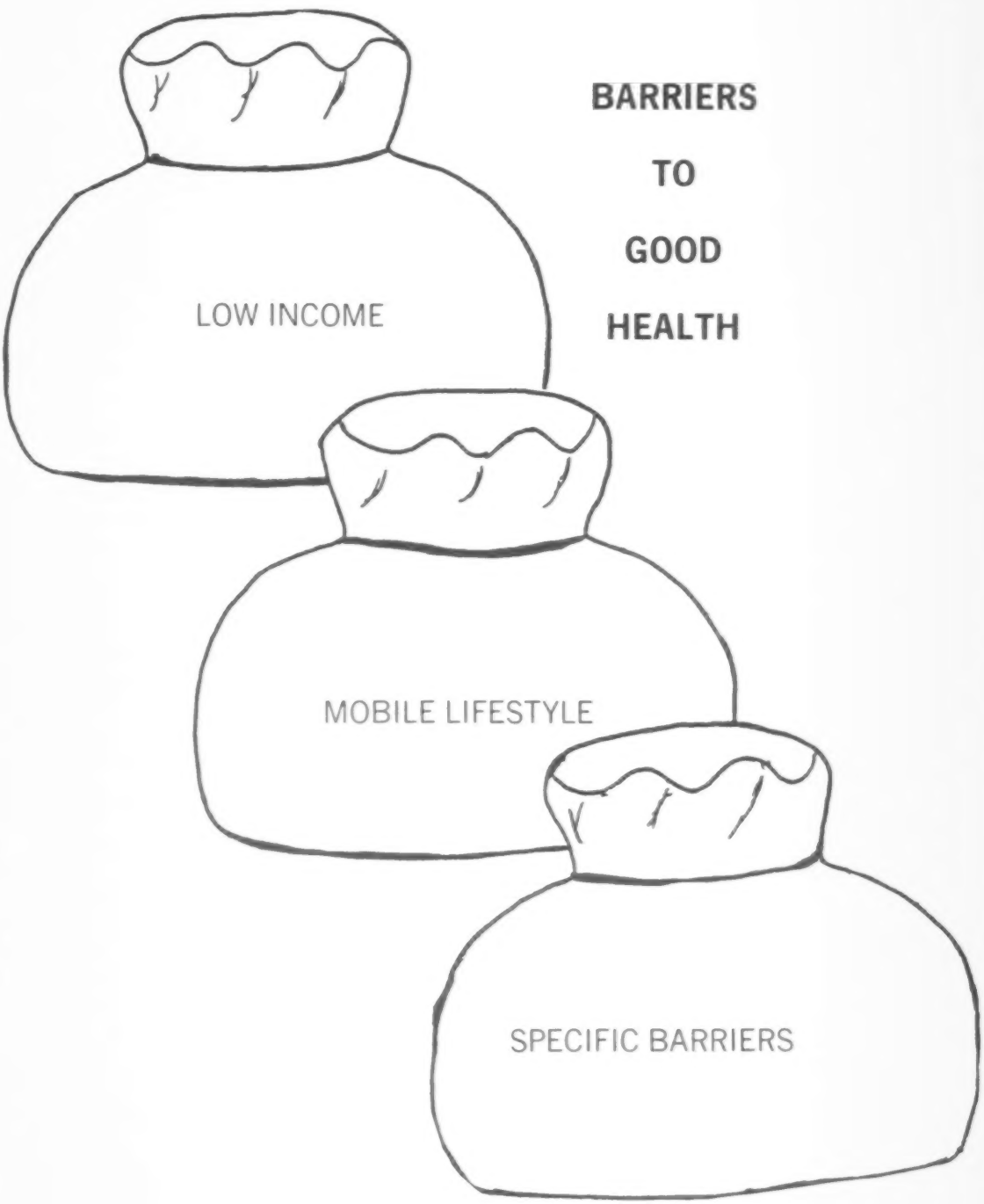
MSRTS RESOURCE GUIDE
HEALTH WORKSHOP

WORKSHOP OBJECTIVES

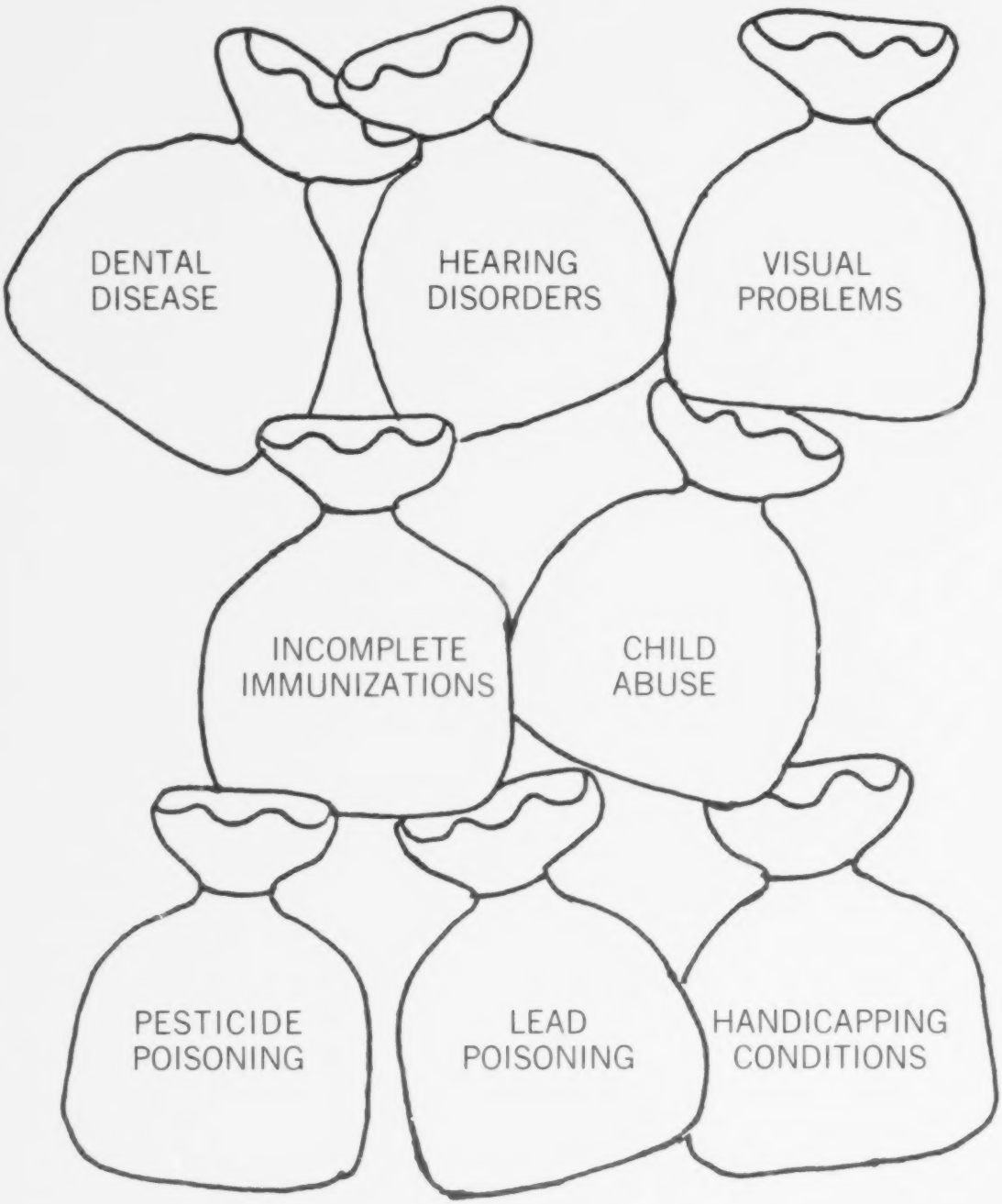
- What is the relationship between health and education?
- What is the health status of migrant children?
- How can health services be obtained for migrant children?
- How can the MSRTS record be utilized to benefit the health education of the migrant child?

Transparency # 1
Hand-out # 1

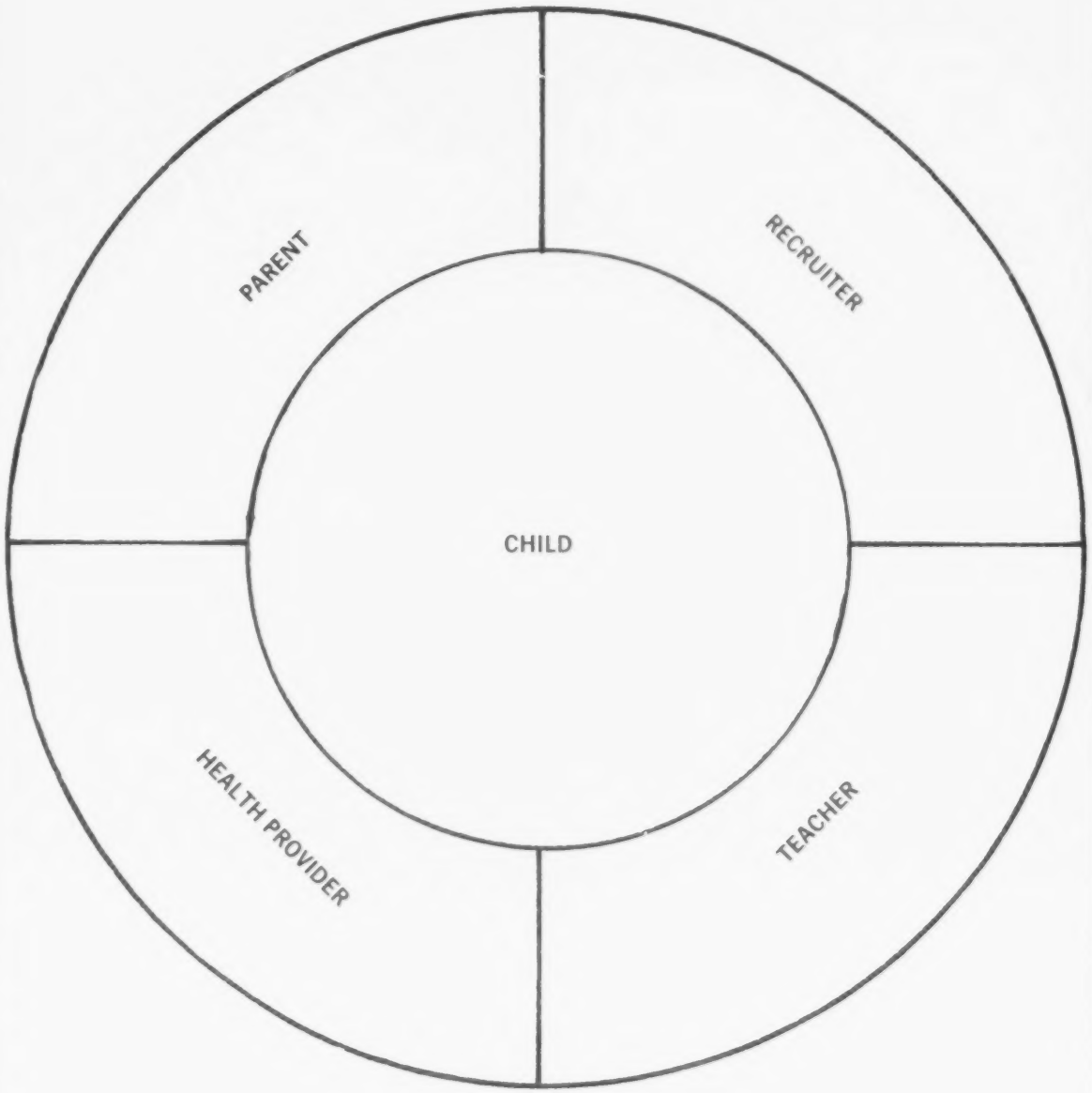

HEALTH
AND
EDUCATION


BARRIERS
TO
GOOD
HEALTH
LOW INCOME
MOBILE LIFESTYLE
SPECIFIC BARRIERS

HIGH RISK HEALTH PROBLEMS FOR MIGRANT CHILDREN



MEMBERS OF THE HEALTH CARE TEAM



MIGRANT STUDENT RECORD TRANSFER SYSTEM

- Health Record
  - * Student and Parent Data
  - * Recent Health Providers
  - * Problem List
  - * Patient History
  - * Family History
  - * Screening Data and Labs
  - * Immunization Data
  - * Listing of Health Problems by Problem Type and Encounter Date
- Education Record
  - * Education-Health Linkage

BARRIERS WHICH PREVENT MIGRANT CHILDREN FROM OBTAINING GOOD HEALTH CARE

- **Low Income**
  - ★ poor nutrition
  - ★ inadequate housing
  - ★ crisis approach to health care
- **Mobile lifestyle**
  - ★ no continuity of care
  - ★ inadequate health records
- **Specific barriers**
  - ★ geographic isolation
  - ★ language
  - ★ culture
  - ★ eligibility requirements
  - ★ discrimination

HEALTH PROBLEMS FOR WHICH MIGRANT CHILDREN ARE AT HIGH RISK

- Dental Disease
- Hearing Disorders
- Visual Problems
- Incomplete Immunizations
- Child Abuse
- Pesticide Poisoning
- Handicapping Conditions

HEALTH CARE PROVIDERS

- Migrant Health Clinic
- Community Health Clinics
- Local Physicians/Dentists
- Migrant Education Funds
- Early Periodic Screening, Diagnostic and Treatment
- Maternal and Child Services
- Health and Rehabilitation Services
- State and Local Health Department
- Local Schools
- Community Mental Health Services
- Alcohol and Drug Abuse Centers
- Family Planning Programs
- Women, Infants and Child (WIC) Program
- Service Clubs
- Voluntary Health Agencies
- Cooperative Extention Services
- U.S. Department of Agriculture Surplus Commodity Program

VII. SUMMARY

The premise that **a child's progress** in the classroom **is dependent** upon **good health** is universally accepted. Obviously, poor vision, inadequate hearing or an aching tooth will drastically impair a child's ability to function in the classroom. But equally important is one's general health, including the state of nutrition and emotional well-being.

Since the migrant child's lifestyle is not conducive to the assurance of good health care, it is imperative that teachers and other school personnel develop an awareness of common problem areas. This awareness, combined with the health provider's coordination of resources and treatment, provides the opportunity for an improved state of health for the migrant child.

A complete, current medical record is essential in providing continuity of care. The **MSRTS**, with accurate and timely entry of data, **can provide the vehicle** for this purpose. A continued working relationship between family, school and health provider forms the avenue upon which the migrant child can travel toward an optimal state of health. Everyone shares the responsibility.

EDUCATION SECTION

TABLE OF CONTENTS for EDUCATION SECTION

I. **Introduction** 1

A. Definition of a Migrant Student 2
B. Instructional Delivery Systems 3

II. **Classroom Management** 4

A. Testing, Evaluating, Prescribing and Grouping 6
B. Successful Instructional Strategies 18
C. Instructional Record Keeping and Reporting 19
D. Cooperative Instructional Personnel 27
E. Parental Involvement 28
1. Developing Successful Parental Relationships 28
2. Communication 29
3. Sample Activities for Parent Workshops 32
4. Sample Materials for Parents 33

III. **Instructional Utilization of MSRTS Record** 34

A. Reading 34
1. Utilizing the MSRTS Record 34
2. Sample Scope and Sequence of Skills 35
3. Suggestions for Instruction 40
4. Sample Reading Activities 41
5. Sample Reading Materials 50
6. Teaching Reading to the Limited English Speaking Student 51

B. Mathematics 59
1. Utilizing the MSRTS Record 59
2. Sample Scope and Sequence of Skills 60
3. Suggestions for Instruction 63
4. Sample Math Activities 70
5. Sample Math Materials 73

C. Oral Language 74
1. Utilizing the MSRTS Record 74
2. Sample Scope and Sequence of Skills 74
3. Suggestions for Instruction 75
4. Sample Oral Language Activities 76
5. Sample Oral Language Materials 77

D. Early Childhood 78
1. Utilizing the MSRTS Record 78
2. Sample Scope and Sequence of Skills 78
3. Suggestions for Instruction 79
4. Sample Early Childhood Activities 82
5. Sample Early Childhood Materials 86

E. Writing 87
1. Rationale and Stages of Writing 87
2. The Writing Process 88
3. Suggestions for Instruction 88
4. Sample Writing Activity 91
5. Sample Writing Materials 92

I. INTRODUCTION

Equal opportunities for education are a generally accepted principle in this country. However, for migrant youth, the doors of education remain locked for many reasons . . . a dominant language other than English, irregular school attendance because of mobility, the need to work, and oftentimes poor health and nutrition. Migrant students generally are not receiving an education that is preparing them to accept either the promises or responsibilities of tomorrow. But hope is not lost! Classroom teachers and migrant educators cooperating throughout this nation hold the "golden key" to educational success for migrant students.

The authors of this guide recognize the resources already available through utilization of the MSRTS, but it is felt that **a more complete use of MSRTS can significantly aid all others who work with this special group of students to unlock the doors to a successful education, and beyond that a successful future.** The resource guide can also help students, teachers and parents better understand the needs of migrants so no student's high aspirations or promising potential goes unrecognized. Working together, the doors of education will remain open to the migrant youth of this country.

The major emphasis in migrant education is focused on **teaching**, not testing; on active **learning**, not passive listening; on **growth**, not on grades; on **respect** for self and others. The burden of instruction falls on the teachers, but before panic sets in, it is important to realize that a basic set of skills lists in reading, math, oral language and early childhood has been developed for use in the educational planning for migrant students.

These skills lists encompass skills **most often used** in the classroom. Reference to these skills, furnished by the home base receiving state, will be encountered on the MSRTS transmittal record in the format below:

EDUCATIONAL SKILLS
(STATEMENTS MAY APPEAR FROM THE ORIGINAL OR THE 1987 EDITION OF THE READING, MATH, OR ORAL LANGUAGE SKILLS LIST)

MATH SKILLS
MATH SKILLS MASTERED (MOST RECENTLY REPORTED)

CODE	SUBTOPIC OR SKILL		MASTERY DATE	SM
55801C	THE NAME OF A PARTICULAR QUADRILATERAL	IDENTIFIES THE QUADRILATERAL CORRESPONDING TO A PARTICULAR TYPE	10/01/81	AC
56101A	PARALLEL, PERPENDICULAR, OR INTERSECTING LINE SEGMENTS	NAMES THE LINES OR LINE SEGMENTS AS "PARALLEL," "PERPENDICULAR," OR "INTERSECTING"	10/15/81	AC
58201	PARALLEL AND NON-PARALLEL PLANES	IDENTIFIES PLANES WHICH ARE PARALLEL OR NON-PARALLEL	10/01/81	AC

CODE	MASTERY DATE

MATH SKILLS UNDER STUDY

CODE	SUBTOPIC OR SKILL		SM	DATE REPORTED
56702	A COLLECTION OF DIFFERENT OBJECTS OR FIGURES POSSESSING SYMMETRY	IDENTIFIES THE LINES OF SYMMETRY IN OBJECTS OR FIGURES	AF	10/04/85

CODE	

READING SKILLS UNDER STUDY

CODE	SUBTOPIC OR SKILL	INSTR LEVEL	SM	DATE REPORTED
56004	READS MULTIPLE DIRECTIONS AND PERFORMS THE TASKS.	05-1	AF	10/04/85
66001	TELLS IN OWN WORDS MEANING OF EXPRESSIONS SUCH AS A "BLANKET OF FOG", "SCREAMING HEADLINES".	06-2	AF	10/04/85
03101	PONGA LAS FORMAS SOBRE UN TABLERO. ROMPECABEZAS DE 2 A 4 PIEZAS.	06	AF	10/11/85
	READS IN : SPANISH PUBLISHER: GINN AND CO - READING 720; MOUNTAINS ARE FOR CLIMBING PP 95-105			04/08/86

CODE	INSTR LEVEL
READS IN : PUBLISHER:	

ORAL LANGUAGE SKILLS UNDER STUDY

CODE	LANG	SUBTOPIC OR SKILL	SM	DATE REPORTED
02000	ENGL	SIMPLE DIRECTIONS: FOLLOW ONE STEP ORAL INSTRUCTIONS.	AF	10/11/85
04000	ENGL	COMPLEX: FOLLOW TWO OR MORE STEPS ORAL INSTRUCTIONS.	AF	10/11/85
06000	ENGL	MAIN IDEA: LISTEN AND EXPRESS THE MOST IMPORTANT MAIN THOUGHT OR IDEA.	AF	10/11/85
02000	SPAN	SENCILLO	AF	10/11/85
04000	SPAN	COMPLEJO	AF	10/11/85
06000	SPAN	IDEA PRINCIPAL	AF	10/11/85
		LANGUAGE PROFICIENCY LEVEL IS - III. AS DETERMINED BY A TEST GIVEN ON 04/01/86		

CODE	LANG	
		LANGUAGE PROFICIENCY LEVEL IS - . AS DETERMINED BY A TEST GIVEN ON

EARLY CHILDHOOD SKILLS UNDER STUDY

CODE	SUBTOPIC OR SKILL	SM	DATE REPORTED
CD44	USES SELECTED ABSTRACT WORD MEANINGS CORRECTLY	AF	10/11/85
AP16	GESTURES TO FAMILIAR PERSON	AF	10/11/85

CODE	

By examining the student's record the teacher can find the **most recently reported skills being worked on** and discover a starting point for instruction, thereby, providing continuity of education in the basic skills areas. The resource guide also includes suggestions for instruction, sample activities and materials that have been used successfully in the instruction of migrant children.

A. Definition of a Migrant Student

A "Migrant **Student**" is defined as a child who has moved from one school district to another during the past year with a parent or guardian who was seeking or acquiring employment in agriculture, related food processing activities and/or fishing. A student meeting these requirements, with the concurrence of his parents or guardians, may receive benefits from the migrant program for a period of six years.

The focus of a migrant education program must be on the student. REMEMBER!!!

The time you changed from a small rural school to the large city school? Frustration!

The time the girl in the front row turned clear around in her seat, pointed a finger at you, and giggled, "That's not the correct way to pronounce the word!" Humiliation!

You simply could not get all your homework done—the big school was so far advanced beyond the school you had come from—you cried and cried each night. Discouragement!

Or remember the time your own child did not want to go to school—the big kids had been harassing the new kid? Heartache!

The time you visited a foreign country and you just could not make yourself understood? Frustration, indeed.

Education is definitely the answer here—the right kind—not one which attempts to make everyone the same, but one which capitalizes on the differences and talents of each, and harmoniously amalgamates them into a productive whole. The migrant student is similar to all other students—he responds to praise, to a warm smile, to kindness and grows even more responsive when we meet him with confidence and a friendliness that provides him with the security he so desperately needs. The migrant student has been described as having the following characteristics:

1. They are eager to please. In general, migrant children have the tendency to be obedient and to value the praise and acceptance of their teacher.
2. They are responsible. By the age of nine or ten, many migrant children care for younger children while parents work. By the age of 12, they are often breadwinners.
3. They are loved. Their families welcome them with enthusiasm and warmth.
4. They are adaptable. Because they have moved around so much, they have learned to adjust to various kinds of living, working and learning situations.
5. They are perceptive and sensitive. Perhaps because of a language barrier, they have developed the ability to "read" visual cues, such as facial expressions and gestures, and can generally size up new situations and people.
6. They can express themselves vividly and with ease among their family and peers. The school's task is not to belittle their means of communication but to provide them with the opportunity to develop or expand the use of the language of the dominant culture.
7. They want an education. They continue to enroll in school and display a willingness to overcome a variety of problems.
8. They are curious. Given a supportive environment, they are alert, observing and full of questions.
9. They are enthusiastic. It is easy for them to become committed to activities which are geared for their level.
10. They possess a culture of their own and their behavior may be based on what is required for survival in the life they know.

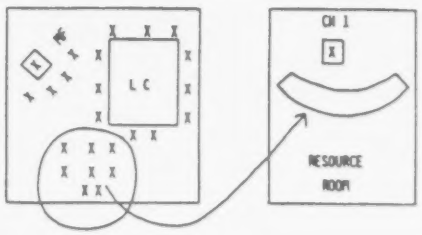
Migrant students bring a particular set of problems to the school site. Some of these problems may include a dominant language other than English, irregular school attendance because of mobility and the need to work, and oftentimes poor health and nutrition. The implication for the school is that because of their unique problems, they have special educational needs.

To meet the diverse needs of the migrant child, a variety of educational delivery systems has evolved.

B. Instructional Delivery Systems

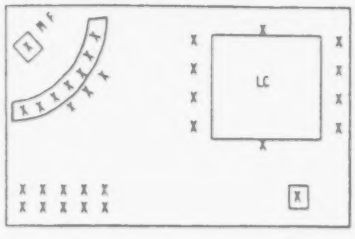
Designs of migrant programs vary throughout the country. The most often used instructional delivery systems are **Pull-out, Send-in, Extended Program** and **Excess Cost**. Though different in setup, the goal is still the same—to provide an appropriate instructional program for the migrant child. A classroom teacher or migrant personnel might be asked to work in an instructional delivery system such as the ones in the following diagrams:

"PULL-OUT"



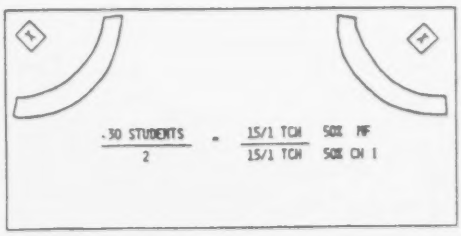
TYPE OF HELP	REQUIREMENTS	OTHER CONSIDERATIONS
PULL-OUT	MASTER SCHEDULE COORDINATED PLANNING NO MORE THAN 1/4 OF INSTRUCTIONAL DAY DURING READING/MATH TIME EQUAL TIME DURING FREE TIME	RESOURCE ROOM STUDENT NEEDS MAY BE DIFFERENT LOST TIME - STUDENTS MOVE EVERY PERIOD LESS DISTRACTING LESS COMPREHENSION

"SEND-IN"



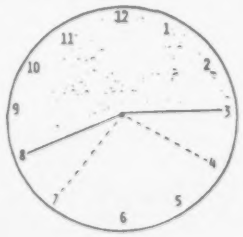
TYPE OF HELP	REQUIREMENTS	OTHER CONSIDERATIONS
SEND-IN	MASTER SCHEDULE GROUP FOR INSTRUCTION EQUAL TIME COORDINATION(PLANNING) COMPATIBLE TEACHERS	ASSURES COORDINATION SAME NEEDS WITHIN GROUP SERVE MORE STUDENTS HELP IN CONTENT AREAS TEACHER MOVES EVERY PERIOD ORGANIZED STORAGE OF MATERIALS

EXCESS-COST



TYPE OF HELP	REQUIREMENTS	OTHER CONSIDERATIONS
EXCESS COST	BASED ON PROJECTED STUDENT/TEACHER RATIO SPLIT-FUND TEACHER SALARIES ADDITIONAL CLASSROOM	EASY TO SCHEDULE SERVES MORE STUDENTS ON DEPARTMENTALIZED CAMPUS SERVES LESS STUDENTS ON A SELF-CONTAINED CAMPUS LOWER STUDENT/TEACHER RATIO

Extended Program



OR SUMMER SCHOOL

TYPE OF HELP	REQUIREMENTS	OTHER CONSIDERATIONS
EXTENDED PROGRAM	MUST OCCUR BEFORE OR AFTER REGULAR SCHOOL DAY LOW STUDENT/TEACHER RATIO ESSENTIAL ELEMENTS STAFF	EASY TO SCHEDULE TRANSPORTATION PROBLEMS EXTRA PAY FOR SOME TEACHERS

The particular delivery system of instructional services in use in each area has been selected to meet the needs of that locale.

II. CLASSROOM MANAGEMENT

Good classroom management is the key to help classroom and migrant teachers alike develop a favorable learning climate for all their students. Having migrant children in the classroom can enhance learning for all, but sometimes the job of planning[1] for these students seems overwhelming. This section is designed to facilitate effective classroom planning to incorporate special needs facing migrant students.

[1]According to research, teachers who are good classroom managers produce effective instruction, thus assuring educational progress for students. In order to be an effective classroom manager, a teacher must: 1) Analyze classroom tasks, 2) Teach the Going-To-School Skills, 3) See the classroom from student's perspective and 4) Monitor student behavior.

To develop an effective classroom management system requires:

Planning **before** the year begins

1. Determining expected behavior
2. Translating expectations into procedures and rules
3. Identifying consequences

Management **during** the first weeks

1. Early discussion of rules
2. Teaching classroom procedures (Mechanics)
3. Teaching procedures as needed by students
4. Involving students
5. Whole group focus
6. Rules and procedures included in lesson plans
7. Allowing time to learn procedures

Behaviors necessary to **maintain** the system

1. Monitoring student behavior
2. Managing inappropriate behavior
3. Developing student accountability.

The key to classroom management lies in the things the teacher does ahead of time to create a good learning environment and a low potential for trouble. This enables the teacher to deal successfully with problems by minimizing them through prevention.

GENERAL MANAGEMENT PRINCIPLES

1. Establish clear rules where rules are needed. Certain aspects of classroom management recur on a regular basis, for example, storing belongings, using the restroom and drinking fountain. Make these rules very clear and explain the rationale in detail.

2. Management should be approached with the emphasis on maximizing the time students spend in productive work, while minimizing disruptions and delays. Thorough daily planning is important here. Plan room arrangement, equipment storage, preparation of equipment or illustrations and transitions between activities so that needless delays and confusion are avoided.

3. Plan independent activities as well as organized lessons. Students must be provided with appropriate seat work and other independent activities so that they will be profitably occupied when the teacher is busy with small group instruction. Each student should know what the assignment is, what to do if he cannot continue and what to do when work is completed. These will provide a basis for responsible self-guidance, and will minimize problems resulting from idleness.

4. Stress positive, desirable classroom behavior. Praise desired behavior. The praise should be simple, direct and given in straightforward declarative sentences. The particular behavior or accomplishment being praised should be clearly specified. Teachers should use a wide variety of words when praising students. Verbal praise should be backed with nonverbal communication of approval.

TECHNIQUES FOR DEALING WITH EVERYDAY PROBLEMS

Here are some techniques for dealing with everyday problems of minor inattention and disruption caused by boredom, fatigue, distraction or other situational variables:

(1) The teacher should be sure to get the students' attention before beginning a lesson. There should be a standard signal that tells the class, for example, each lesson could begin with a bell while the teacher stands in the same place in the classroom; (2) Keep lessons moving at a good pace; (3) Monitor attention during lessons; (4) Show variety and unpredictability in asking questions; (5) Terminate lessons that have gone on too long.

Remember, the key to successful classroom management is **prevention** . . . teachers do not have to deal with misbehavior that never occurs.

N. [1] J. Brophy and T. Good, **Looking in Classrooms.** (New York Harper & Row)
B. Brophy, J. and Good, T. **Looking in Classrooms.** (New York Harper & Row)

To help the teacher and student become acquainted, even though their languages are different, here is a list of commonly used **words and phrases.***

1. Good morning—Buenos días
2. Hello, how are you?—Hola, ¿Cómo está usted?
3. What's your name?— ¿Cómo se llama usted?
4. My name is _____.—Me llamo _____.
5. Do you have a nickname?— ¿Tiene usted un sobrenombre?
6. How old are you?— ¿Cuántos años tiene usted?
7. Speak slower, please.—Hable más despacio, por favor.
8. Bring me the _____.—Traígame el/la _____.
9. Put the _____ here.—Ponga el/la _____ aquí.
10. Tell me your name.—Dígame su nombre.
11. Write your name.—Escriba su nombre.
12. Show me the/your _____.—Enséñeme el/la su _____.
13. Draw a line under _____.—Dibjue una línea debajo de _____.
14. Put a circle around _____.—Ponga un círculo alrededor de _____.
15. This is your _____.—Este/Esta es su _____.
16. This is a _____.—Este/Esta es un/una _____.
17. Say _____, please.—Diga _____, por favor.
18. Repeat, please.—Repita, por favor.
19. Raise your hand if you have a question.—Levante la mano si tiene una pregunta.
20. What do you call this?— ¿Qué es esto?
21. The English word for this is _____.—La palabra en inglés para esto es_____.
22. School starts at _____ and ends at _____.—La escuela empieza a las _____ y termina a las _____.
23. It is lunch time now.—Ahora es la hora de comer.
24. It is recess now.—Ahora es el tiempo de recreo.
25. This is your chair.—Esta es su silla.
26. This is your book.—Este es su libro.
27. This is your pencil.—Este es su lápiz.
28. This is the boys' restroom.—Este es el baño para los muchachos.
29. This is the girls' restroom.—Este es el baño para las muchachas.
30. This is your teacher.—Este/Esta es su maestro/maestra.
31. This is the school office.—Esta es la oficina de la escuela.
32. This is the playground.—Este es el campo de recreo.
33. This is the cafeteria.—Esta es la cafetería.
34. This is the bus you will ride to your home.—Este es el camión que le llevará a su casa.
35. This is the library.—Esta es la biblioteca.
36. Colors—Colores

Red—rojo	green—verde	purple—morado
orange—anaranjado	yellow—amarillo	brown—moreno, café
blue—azul	black—negro	white—blanco

37. Numbers—Numeros

one—uno	two—dos	three—tres	four—cuatro	five—cinco
six—seis	seven—siete	eight—ocho	nine—nueve	ten—diez

38. Thank you!—¡Gracias!
39. Please—Por favor
40. Good bye—Adios
41. Stand up.—Levántese.
42. Sit down.—Siéntese.
43. To color—Colorear
44. To cut—Cortar
45. To paste—Pegar

Spanish Phrases For Schools, Children's Book and Music Center, 2500 Santa Monica Boulevard, Santa Monica, CA 90404 (cost $5.95).

*It may be necessary to translate these statements into other languages. Consult your local migrant education agency for assistance.

A. Testing, Evaluating, Prescribing And Grouping

Because the life patterns of migrant students vary and their school experiences are irregular, it is essential that the teacher make accurate, **rapid** academic placement so that quality time in school will be insured. Proper assessment of students opens the doors to correct placement and better instruction. The diagnostic exercises in this section of the resource guide may be used to **determine levels** in **skill areas**, **significant gaps in learning** and **instructional needs** of the individual. The results of these should be combined with informal observation, study of the MSRTS skill and test data, school records and reports. Included in this section are suggestions of standardized tests, "quick" assessments and teacher-made tests. All have been designed to **rapidly** evaluate the migrant student's immediate educational needs.

Some student evaluations may be on an informal basis. You, as the teacher, may make a subjective evaluation of the placement of each child. This is not very scientific, but **any** evaluation that can be quickly administered to present an assessment of a child's present skill will enhance the scope of knowledge of the migrant child.

Most commercial reading series have an Informal Inventory Test to quickly place a student within that series. Use it, if possible, to assure quick placement within the classroom reading groups. **Be aware of discrepancies that may appear during the first few sessions of instruction.** It may be necessary to use another method of assessment to verify this placement. The following are examples of "Quick Checks," which may be useful.

Feel free to pull these pages out and copy them for classroom use.

SAN DIEGO QUICK ASSESSMENT

The San Diego Quick Assessment is a test that can be administered individually to find a student's reading level for placement and selection of instructional materials.

Instructions for administering are

1. Type each level on separate 5 X 7 cards (using primary type if possible).
2. Begin with a list that is at least two years below the student's grade placement.
3. Ask the student to read the words aloud to you. If he misreads any on the list, drop to easier lists until he makes no errors. This indicates the base level.
4. Write down all incorrect responses.
5. **Independent Level**—no more than one error.
6. **Instructional Level**—two errors.
7. Three or more errors—**Frustration Level**, or material too difficult.

PP	Primer	1	2	3
see	you	road	our	city
play	come	live	please	middle
me	not	thank	myself	moment
at	with	when	town	frightened
run	jump	bigger	early	exclaimed
go	help	how	send	several
and	is	always	wide	lonely
look	work	night	believe	draw
can	are	spring	quietly	since
here	this	today	carefully	straight

4	5	6	7	8
decided	scanty	bridge	amber	capacious
served	business	commercial	dominion	limitation
amazed	develop	abolish	sundry	pretext
silent	considered	trucker	capillary	intrigue
wrecked	discusses	apparatus	impetuous	delusion
improved	behaved	elementary	blight	immaculate
certainly	splendid	comment	wrest	ascent
entered	acquainted	necessity	enumerate	acrid
realized	escaped	gallery	daunted	binocular
interrupted	grim	relative	condescend	embankment

9	10	11
conscientious	zany	galore
isolation	jerkin	rotunds
molecule	nausea	capitalism
ritual	gratuitous	prevaricate
momentous	linear	risible
vulnerable	inept	exonerate
kinship	legality	superannuate
conservatism	aspen	luxuriate
jaunty	amnesty	piebald
inventive	barometer	crunch

SAMPLE METHOD OF GROUPING

Once an entire class has been given the San Diego Quick Check, the teacher might want to use the following form to place students in proper column by reading level and then group the class by **reading instruction level**.

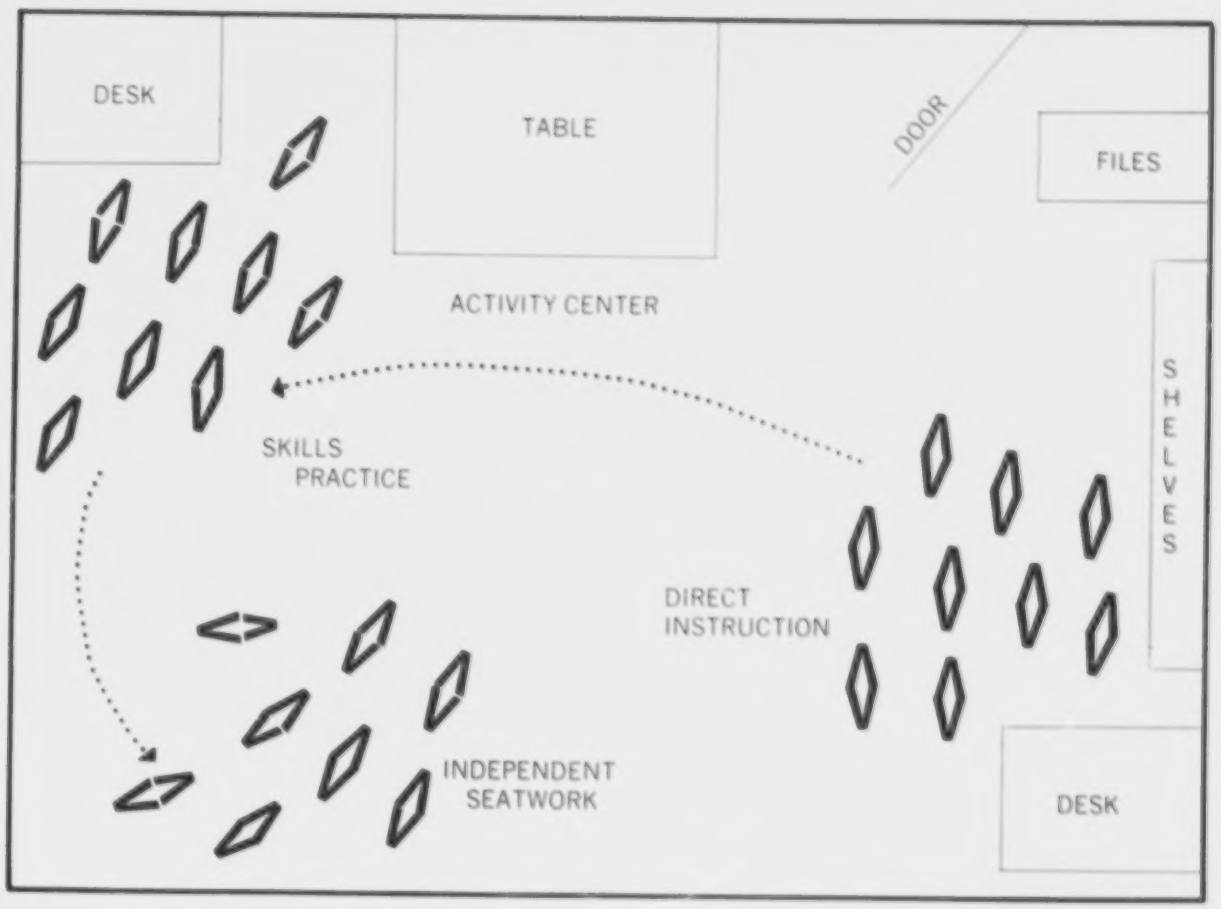
SAN DIEGO PRE-TEST SCORES
Used for Grouping

PP	P	1	2	3	4	5

6	7	8	9	10	11	12

SAMPLE GROUPING PATTERN
By
READING or MATH LEVEL

One **suggested** grouping pattern for use in reading or math might look like the diagram below:



TEST OF PHONICS PRINCIPLES

University of Georgia Reading Clinic
by Dr. Ira Aaron

Test for Initial Consonant Sounds—

Here are some words and groups of letters which look like words. Please pronounce them for me.

1.	bed	bem	5.	mud	mub	9.	yes	yeb
2.	dot	dor	6.	nap	nad	10.	zot	zoo
3.	fun	fum	7.	rob	ron	11.	bit	bis

Summary of findings: _____

_____

Test for Final Consonant Sounds—

Here are some groups of letters which sound and look like words. Please pronounce them for me.

1.	ned	neb	3.	fed	fen	5.	hen	het
2.	rat	rad	4.	bit	bip	6.	not	nos

Summary of findings: _____

_____

Test for Consonant Blends—

Here are some words and groups of letters that look like words. Please pronounce them for me.

1.	black	blen	3.	from	frase	5.	skit	skan
2.	clip	clup	4.	grit	grem	6.	snow	snad

Summary of findings: _____

_____

Test for Consonant Diagraphs—

Here are some words and groups of letters that look like words. Please pronounce them for me.

1.	chick	chis	3.	thumb	thud	5.	what	whis
2.	shad	shan	4.	when	whes			

Summary of findings: _____

_____

Test for Long and Short Vowel Sounds—

I will pronounce some words. These words have various vowel sounds. Tell me if the vowel has a long sound or a short sound.

1.	gate	5.	key	9.	goat
2.	apple	6.	end	10.	hop
3.	stay	7.	fly	11.	cut
4.	eat	8.	wish	12.	use

Summary of findings: _____

_____

Test for Final "e" Principle—

Here are some groups of letters which look like words. Please pronounce them for me.

1.	nobe	3.	page	5.	kise
2.	rafe	4.	hute	6.	dete

Summary of findings: _____

_____

Test for "r" Controller—

Here are some groups of letters which look like words. Please pronounce them for me.

1. dar
2. mer
3. jur
4. ser
5. par
6. tur

Summary of findings: _____

_____

Test for "l" and "w" Controllers—

Here are some words you know. Pronounce them for me.

1. ball
2. halt
3. claw
4. law

Summary of findings: _____

_____

Test for Syllabication—

Here are some words that have syllables in them. Tell me where each divides.

1. understand
2. because
3. season
4. beautiful
5. instrument
6. house
7. hospital
8. terrible
9. sound
10. experience

Summary of findings: _____

_____

Test for Prefixes—

Here are some words that have prefixes in them. Tell me the prefix in each word.

1. disappoint
2. dissolve
3. misplace
4. incorrect
5. coworker
6. recover
7. misspell
8. encircle
9. illegal
10. transplant
11. microphone
12. although
13. defrost
14. overslept
15. subbasement
16. unusual
17. displease
18. midsummer

Summary of findings: _____

_____

Test for Suffixes—

Here are some words that have suffixes in them. Tell me the suffix in each word.

1. nothingness
2. hesitated
3. pleasantly
4. selfless
5. farmer
6. motherhood
7. solemnly
8. carefully
9. thankful
10. homeward
11. wooden
12. examinee
13. tiniest
14. tasty
15. achievement
16. friendship
17. foolish
18. tomatoes
19. cunning
20. graceful

Summary of findings: _____

_____

Test for Compound Words—

Here are some compound words. Tell me where each divides into syllables.

1. earthworm
2. overcome
3. earthquake
4. honeycomb
5. honeybee
6. railroad
7. overjoy
8. airplane
9. waterfall
10. backbreaking
11. undersecretary
12. fireworks
13. deerskin

Summary of findings: _____

_____

SAMPLE METHOD OF GROUPING
by
COMMON SKILL WEAKNESSES

Score the test of Phonic Principles by using + if student knows the sound and — if student does not know the sound.

Once the test is administered to each student in a group, the teacher might choose to sub-group by skill weaknesses for instruction. The cumulative scores form could be used to record the names of students across the top of form and the + and — by each skill. Then the teacher would read across the form to find those students with the **same common weakness** for the sub-group.

CUMULATIVE SCORES
University of Georgia Test of Phonics Skills

GROUP _____ SKILLS																							
Initial Consonant																							
Final Consonant																							
Consonant Blends																							
Consonant Diagraphs																							
Long & Short Vowels																							
Final "e"																							
"r" Controller																							
"l" & "w" Controller																							
Syllabication																							
Prefixes																							
Suffixes																							
Compound Words																							

Comments:

MATHMATICS QUICK ASSESSMENT *

This is an example of a quick check that can be used to assess computational skills. It is important to note the **exact computational skill** that is being tested, rather than the operation. Just knowing that a student is weak in subtraction, for instance, is not helpful to the teacher. To properly plan for instruction, the teacher would need to know in **which** subtraction skill the student is deficient. It is not necessary to give all four operations tests in the very beginning. The teacher may want to test only the operation the student was on at the last school (consult MSRTS form). It is usually better to test a little, teach, retest, reteach, test again. Following this cycle is an effective way to utilize your time and the student's time; also students do not become overwhelmed and teachers do not become frustrated. It is better to set a short-term goal and attain it than to set a long-term goal that a migrant student may not be around long enough to attain.

NAME _____ DATE _____

MSRTS Math Code

11801	3 +4	2 +6	2 +2	0 +9	5 +4	3 +0	4 +2	8 +1	7 +2	5 +3
11802	5 +5	8 +9	8 +3	4 +6	7 +8	9 +7	7 +8	6 +9	4 +8	7 +6
12101 12104	24 +3	33 +12	40 +50	111 +343						
12401 12405	17 +5	47 +26	60 +80	701 +89	628 +937					
12701 12703	70 20 50 +90	1600 100 500 +8000	2756 22 1875 +542							

NAME _____ DATE _____

MSRTS Math Code

15301	9 -3	2 -2	5 -2	1 -0	7 -5	4 -4	6 -0	3 -2	9 -7	8 -8
15302	19 -9	18 -3	17 -9	16 -4	15 -6	14 -3	13 -7	12 -0	11 -5	10 -6
15303 15306	47 -34	875 -521	594 -203	5743 -321						
15604 15608	86 -69	621 -414	455 -378	415 -378						
	702 -355	4364 -176	6004 -525	627,145 -18,976						

NAME _____ DATE _____

MSRTS Math Code

18001	5 x2	4 x3	1 x6	0 x8	5 x3	2 x6	4 x4	7 x0	3 x3	8 x2
	7 x7	8 x9	4 x7	6 x9	6 x6	4 x8	6 x8	7 x9	6 x7	5 x9
18301 18311	43 x2	20 x3	324 x2	120 x4	200 x3					
	44 x21	321 x32	403 x12	421 x212	600 x431					
18601 18605	68 x4	409 x6	38 x73	915 x47	802 x94					
18606 18607	735 x499	109 x357								

NAME _____ DATE _____

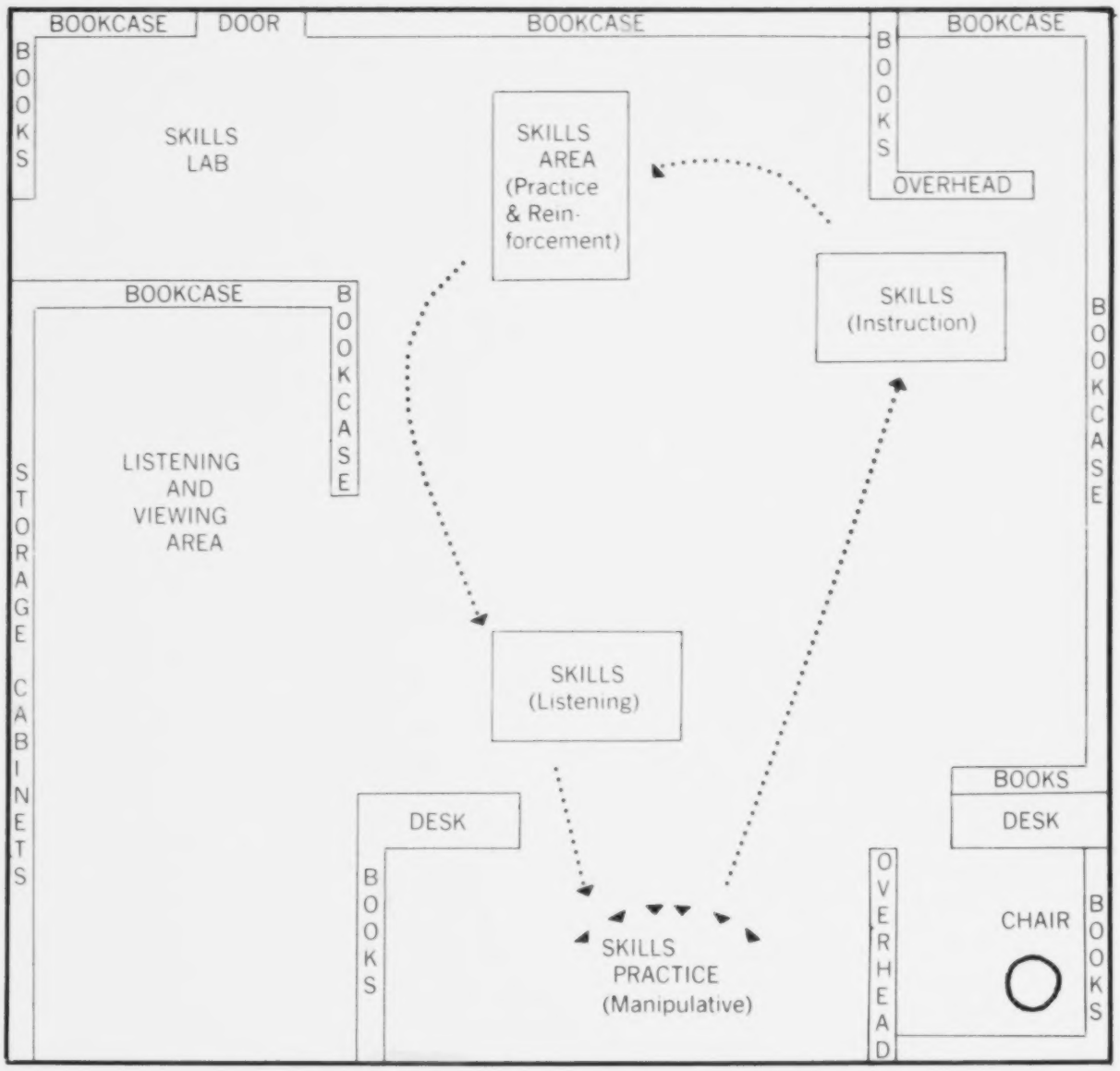
MSRTS Math Code

20401	8−2=	6−1=	15−3=	35−7=	56−9=
	$3/\overline{9}$	$4/\overline{36}$	$5/\overline{40}$	$7/\overline{42}$	$9/\overline{81}$
20701	$3/\overline{7}$	$4/\overline{19}$	$6/\overline{29}$	$8/\overline{69}$	$5/\overline{36}$
21001	$4/\overline{12}$	$25/\overline{75}$	$30/\overline{90}$	$15/\overline{135}$	$227/\overline{1135}$
21301 21305	$5/\overline{16}$	$13/\overline{92}$	$22/\overline{623}$	$104/\overline{3325}$	$367/\overline{39702}$

* May also be used for diagnosis.

SAMPLE GROUPING PATTERN
By
COMMON SKILL WEAKNESSES

One suggested grouping pattern for use in reading or math might look like the diagram below:



QUICK-CHECK AT THE SECONDARY LEVEL

Teachers of secondary students are often faced with the problem of a content area textbook that is written on a reading level that is too difficult for the student. For a student to successfully use a content area textbook, it must be written at the student's **independent reading level**. This is **not** the time for a student's thought processes to be interfered with by having to unlock new vocabulary. It is difficult for a student to grasp a new concept when it is all he can do to merely pronounce the words.

The following is an informal way of judging the readability level of a textbook. This is useful when time does not permit the application of a readability formula.

INFORMAL QUICK PROCEDURE

One quick analysis in determining how well students can read your textbook is through an oral reading activity. **First** you select a passage in your text of about a hundred words. **Second**, the student reads the passage orally with the teacher recording words missed. Then **you estimate** the student's reading level by the following criteria:

NUMBER OF WORDS MISSED	PERCENT OF WORDS CORRECT	READING LEVEL
0-1	99%-100%	**INDEPENDENT LEVEL** (Student can read the material easily without instruction.)
2-20	95%-98%	**INSTRUCTIONAL LEVEL** (Student can read the material with instruction from the teacher.)
21 and up	94% or less	**FRUSTRATION LEVEL** (Student cannot read the material with or without teacher instruction.)

To justify this procedure, the student should be able to discuss the passage. If comprehension is poor, the teacher should place the student in a lower level text book.

BIBLIOGRAPHY OF TESTS USED WITH LIMITED ENGLISH PROFICIENT STUDENTS

The following tests, in the areas of Oral Language Proficiency, Reading/Math and Achievment, are available for use with Limited English Proficient students.

I. **Oral Language Proficiency**

A. Basic Inventory of Natural Language (BINL)
- Grade Range: K-12
- Languages: Arabic, Armenian, Cambodian, Cantonese, Chinese, Creole, Dutch, English, Farsi, French, German, Greek, Hindi, Hmong, Ilokano, Inpuiaq, Italian, Japanese, Korean, Laotian, Navajo, Philipino, Polish, Portuguese, Russian, Spanish, Taiwanese, Tagalog, Toishnese, Ukranian, Vietnamese, Yugoslavian
- Source: Checkpoint Systems
  (714) 888-3296
  1558 N. Waterman, Suite C
  San Bernadino, CA 92404

B. Bilingual Oral Language Tests (BOLT)
- Grade Range: 4-12
- Languages: English and Spanish
- Source: Bilingual Media Productions
  (415) 548-3777
  P.O. Box 9337
  North Berkeley, CA 74709

C. Bilingual Syntax Measure (BSM)
- Grade Range: Level I, K-2; Level II, 3-12
- Languages: English and Spanish
- Source: The Psychological Corporation
  (312) 641-3400
  7555 Caldwell Avenue
  Chicago, IL 60648

D. Comprehensive English Language Test (CELT)
- Grade Range: High Schools—Adults
- Language: English
- Source: McGraw-Hill International Book Company
  300 West 42nd Street
  New York, NY 10036

E. Idea Oral Language Proficiency Test (IPT)
- Grade Range: K-12
- Languages: English, Spanish and Portuguese
- Source: Ballard and Tighe, Inc.
  (714) 990-IDEA
  580 Atlas Street
  Brea, CA 92621

F. Language Assessment Battery (LAB)
- Grade Range: Level I, K-2; Level II, 3-6; Level III, 7-12
- Language: English
- Source: Riverside Publishing
  (312) 693-0040
  8420 W. Bryn Mawr Avenue
  Chicago, IL 60631

G. Language Assessment Scales (LAS)
- Grade Range: Pre-LAS, Pre K-1; Level I, K-5; Level II, 6-12
- Languages: Spanish and English
- Source: Linguametrics Group
  (415) 499-9350
  P.O. Box 3495
  San Rafael, CA 94912-3495

H. Language Assessment Umpire (LAU)
- Grade Range: K-8
- Languages: English and Spanish
- Source: Santillana Publishing Company
  (201) 767-6961
  257 Union Street
  Northvale, NJ 07647

I. Oral Language Evaluation
- Grade Range: K-12
- Languages: English and Spanish
- Source: EMC Corporation
  300 York Avenue
  St. Paul, MN 55101

J. The Woodcock Language Proficiency Battery
- Grade Range: Ages 3-Adult
- Languages: English and Spanish (Bateria)
- Source: Teaching Resources Corp. DLM
  (617) 890-6139
  303 Wyman, Suite 300
  Waltham, MA 02154

II. **READING/MATH**

A. Degrees of Reading Power
- Grade Range: Form PA 8 grades 3-4; Form PA 6 grades 5-6; Form PA 4 grades 7-8; Form PA 2 grades 9-12
- Language: English
- Source: DRP Services, (212) 582-6210
  The College Board
  888 Seventh Avenue
  New York, NY 10106

B. Inter-American Series—Test of Reading and Prueba de lectura
- Grade Range: Levels 1-5, grades 1-12
- Languages: Spanish and English
- Source: Guidance Testing Associates, (512) 434-4060
  P.O. Box 28096
  San Antonio, TX 78228

III. **ACHIEVEMENT TESTS**

A. Brigance — Comprehensive Inventory of Basic Skills
- Grade Range: Yellow, birth-7 years; White, K-1 Screening; Orange, K-8 Assessment of Basic Skills-Spanish; Green, K-9 Comprehensive Inventory of Basic Skills; Blue, K-6 Inventory of Basic Skills; Red, 4-12 Inventory of Essential Skills
- Languages: English and Spanish
- Source: Curriculum Associates, Inc.
  5 Esquire Road
  North Billerica, MA 01862-2589

B. California Achievement Tests (CAT)
- Grade Range: 1-12; Level I, grades 1.5-2.9; Level II, grades 2-4.9; Level III, grades 4-6.9; Level IV, grades 6-9.9; Level V, grades 9-12.9 (reviewed for grades 2-6)
- Languages: English
- Source: CTB/McGraw-Hill, (800) 538-9547
  Del Monte Research Park
  Monterey, CA 93940

C. Comprehensive Test of Basic Skills
(Reading, Language and Mathematics Sections)
- Grade Range: K-12: Level A, K-1.3; Level B, K.6-1.9; Level C, 1.6-2.9; Level 1, 2.5-4.9; Level 2, 4.5-6.9; Level 3, 6.5-8.9; Level 4, 8.5-12.9 (reviewed for K-6)
- Languages: Spanish and English, Level 4 not available in Spanish
- Source: McGraw-Hill, (800) 538-9547
  Del Monte Research Park
  Monterey, CA 93940

D. The 3-R's Test/La Prueba Riverside de Realizacion en Español
- Grade Range: Level 6: grade K; Level 7: grade 1; Level 8: grade 2; Level 9: grade 3; Level 10: grade 4; Level 11: grade 5; Level 12: grade 6; Level 13: grade 7; Level 14: grade 8 and 9
- Languages: English and Spanish
- Source: The Riverside Publishing Company, (800) 323-9540
  8420 Bryn Mawr Avenue
  Chicago, IL 60631

E. Inter-American Series—Test of General Ability
- Grade Range: Preschool, ages 4-5; Level 1, age 6 for end of Kindergarten and beginning of grade 1; Level 2, age 7-8, grades 2-3; Level 3, age 9-11, grades 4-6; Level 4, age 12-14, grades 7-9; Level 5, age 15-18, grades 10-12
- Languages: English and Spanish
- Source: Guidance Testing Associates, (512) 434-4060
  P.O. Box 28096
  San Antonio, TX 78228

TAKEN FROM: **The Identification and Assessment of Language Minority Students: A Handbook for Educators** 1985. Hamayan, E.; Kwiat, J.; Perlman, R. Illinois Resource Center. Arlington Heights, Illinois

After determining the skills to work on with each child, you may wish to use a **Migrant Student Profile** to plan a course of instruction.

SAMPLE MIGRANT STUDENT PROFILE

Name _____ Age _____

Grade _____ MSRTS # _____

	TEST RESULTS	SKILLS TO TEACH
Oral Language		
Reading		
Math		

ADDITIONAL INFORMATION (Interests, etc.)	COMMENTS

LESSON PLAN		SKILL AREA	
Date	Objective	Materials Used	Evaluation

Now that the needs of the migrant student have been assessed, it is time to begin **teaching**! The following instructional strategies may be of use as you begin this exciting task.

B. Successful Instructional Strategies

When a teacher has established a classroom management system that includes testing, evaluating, prescribing and grouping to meet each student's unique needs, the next step is to be knowledgeable of the latest research relating to succesful instructional strategies. These strategies should then be incorporated into the four content areas of reading, math, oral language and early childhood. The most current research cites the following 11 strategies as being highly successful:

1. Teachers who allocate more time to a particular content area of the curriculum have students who achieve higher levels than teachers who allocate less time to that content area. The more time teachers spend teaching reading, for example, the greater their students' reading achievement.
2. Teachers who increase the amount of time students actually spend engaged in a learning activity will see the difference reflected in increased achievement. Allocating time for reading, in other words, isn't sufficient. The students also must be actively engaged in learning to read.
3. Teachers should ensure that the students spend over half of their time working on tasks that provide high success. Students who spend more time than the average in high-success activities have higher achievement scores. However, older students (fifth grade and over) and students generally skilled at school learning need a smaller percentage of time at the high success level. It is seldom, if ever, desirable for students to be given tasks where they experience low success.
4. The evidence suggests teachers who have the ability to diagnose students' skill levels generally have classrooms where students show a higher rate of engagement.
5. Frequent pupil requests for additional instructions or clarification generally are associated with low success rate. That is, frequent need for explanation may be a signal that changes in the instructional program are needed.
6. Frequently reminding students to "get back to work" when they are off task is ineffective. Students are most likely off task because the activities are too difficult.
7. The percentage of instructional time during which students receive academic feedback is positively related to student engagement rate and to achievement. Teachers should increase the use of feedback to students about their work.
8. Direct interaction between a student and a teacher about academic content is associated with increased engaged time and higher achievement. For instance, students who spend more time in small group instruction have higher rates of engagement than students who spend most of their time in independent seat work and have little interaction with the teacher or others.
9. The use of aides, parent volunteers, cross-age tutors and peer tutors increases the amount of interactive instruction, thus keeping engagement rates high.
10. Students who work together to reach academic goals and take responsibility for achieving them generally have higher achievement. Cooperation and student responsibility in non-academic pursuits do not have this effect.
11. Within high achieving classes studied, all had some type of positive reward system, e.g., "bionic handshakes," ice cream, teacher praise, or tokens that could be used to earn a prize. Thus there appears to be value in providing rewards.

Lifted from: R&D Education Report, Volume 2, Number 3

C. Instructional Record Keeping And Reporting

Simplification of paperwork and having concise records to use for student evaluation is a top priority for migrant educators. Record keeping can be as simple as a classroom chart or a very detailed form that can be used by a program evaluator. On the following pages is a sample skills reporting check list. You may want to use the skills reporting check list in one of the following ways.

1. Mark items you wish to report
2. Date items you wish to report
3. If you wish to use the check list several times, you may use a different color for each marked reporting.

EXPLANATION FOR USE OF TEACHER-MADE FORM

MSRTS at this time is not furnishing skills check sheets for Early Childhood, but the following pages 29 and 30 are sample check sheets that a teacher might use.

I. TOP SECTION IS COMPLETED AS FOLLOWS

A. Name: Last name first, i.e., MARTINEZ, Ramon
B. Age: Upon entry into classroom
C. MS: Migrant Status (1, 2, 3, 4, 5 or 6)
D. R: Race (1—American Indian or Alaskan Native, 2—Asian or Pacific Islander, 3—Black, 4—Hispanic, 5—Caucasian)
E. MSRTS/NME: Student number from the MSRTS form
F. School District or center name
G. Building: LEAVE BLANK
H. Teacher/Aide: Teacher's name
I. Attendance dates: Use as directed by local evaluator

II. DIRECTIONS FOR MARKING

A. You may color in boxes for skills known upon entry (not necessary).
B. Skills assigned at a previous school (information can be obtained from the MSRTS forms).
C. Skills you assign after student has been tested and specific skills are determined.
D. Skills mastered while in your classroom.

1987 EDITION

NATIONAL MIGRANT EDUCATION PROGRAM - MSRTS SKILLS CHECKLIST

READING

NAME _____ STUDENT ID _____ GRADE _____ DATE _____

TEACHER _____ SCHOOL _____

(PLEASE: Circle Instructional Level) R K PP P1 2 2-1 2-2 3 3-1 3-2 4 4-1 4-2 5 5-1 5-2 6 6-1 6-2 7 8 9 10 11 12

DECODING

READINESS

___ 010 **Sensorimotor**
- ___ 01031 Fine motor control
- ___ 01032 Directionality

___ 020 **Visual Discrimination**
- ___ 02031 Identify shapes
- ___ 02032 Identify colors
- ___ 02033 Match symbols, letters, words
- ___ 02004 Match letter-name/symbol

___ 040 **Visual Memory**
- ___ 04001 2-4 piece puzzle
- ___ 04002 Identify (1) missing parts, (2) pictures, (3) letters
- ___ 04003 Reproduce from memory
- ___ 04004 Identify missing objects

___ 060 **Auditory Discrimination**
- ___ 06032 Likenesses/differences in letter sounds
- ___ 06003 Sound patterns

___ 070 **Auditory Memory**
- ___ 07031 Follow Directions
- ___ 07032 Repeat word order
- ___ 07033 Reproduce rhyming words
- ___ 07034 Sound assigned to letter
- ___ 07035 Respond to story

___ 100 **Alphabet**
- ___ 10031 Recite
- ___ 10032 Match upper/lower case
- ___ 10033 Trace, copy
- ___ 10034 Identify letters

___ 110 **Personal Identification Skills**
- ___ 11031 State personal information
- ___ 11032 Recognize name

CONSONANTS

___ 140 **Initial**
- ___ 14031 Identify in a word
- ___ 14032 Substitute to form a new word

___ 160 **Final**
- ___ 16031 Identify in a word
- ___ 16032 Substitute to form a new word

___ 180 **Digraphs**: Two consonants create a single sound

___ 200 **Blends**: Two or three consonants retain sounds

VOWELS

___ 240 **Short**: Identify in words

___ 260 **Long**: Identify in words

___ 270 **Y as a Vowel**
- ___ 27031 Words such as gym
- ___ 27032 Words such as candy or sky

___ 280 **R or L controlled**: Use in words

___ 310 **Diphthongs, Digraphs, Combinations**: Use in words

STRUCTURAL ANALYSIS

___ 320 **Hearing Syllables**: Determine number in a word

___ 340 **Using Syllables**
- ___ 34031 Rules for dividing
- ___ 34032 Rules for accenting

___ 360 **Root Words**: Identify a base word

___ 380 **Compound Words**: Identify combined words

___ 400 **Contractions**: Identify shortened form or two words.

___ 420 **Prefix**: Identify initial syllable

___ 440 **Suffix**: Identify final syllable(s)

___ 450 **Endings**: Identify added symbols

COMPREHENSION

LITERAL

___ 460 **Main Idea**: Stated in a selection

___ 480 **Related Detail**
- ___ 48031 Locate details
- ___ 48032 Recall details
- ___ 48033 Relevant/irrelevant facts

___ 500 **Classification**: Categorize words or ideas

___ 520 **Sequence**
- ___ 52001 Rearrange pictures
- ___ 52032 Rearrange words
- ___ 52033 Rearrange sentences
- ___ 52034 Sequence events/ideas

___ 540 **Conclusions**
- ___ 54001 Close procedure
- ___ 54002 Identify words that summarize
- ___ 54003 List related statements

___ 560 **Following Directions**
- ___ 56031 Complete task(s) given orally
- ___ 56003 Read one direction

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___ 56004 Read multiple direction
___ 56005 Instruction "how to"

INFERENTIAL

___ 580 **Main Idea**
___ 58001 Key words as clues
___ 58002 Appropriate title
___ 58003 Most important thought

___ 600 **Related Detail:** Relationship to main topic

___ 620 **Cause/Effect:** Interpret cause/effect of action

___ 640 **Generalization:** Formulate a broad statement

___ 650 **Literature:** Story elements

___ 660 **Figurative Language**
___ 66001 Tell in own words
___ 66002 Identify figurative phrases
___ 66003 Interpret similes and metaphors

___ 680 **Summarizing**
___ 68031 A selection
___ 68032 Various sources

___ 700 **Punctuation:** Clarify meaning and seperate structural units

___ 720 **Critical Reading**
___ 72001 Classify as fact/fiction
___ 72032 Differentiate fact and opinion
___ 72003 Evaluate for propaganda
___ 72034 Compare/Contrast
___ 72035 Identify author's purpose

___ 740 **Predicting Outcomes**
___ 74031 Select appropriate conclusion
___ 74032 Suggest logical conclusion

VOCABULARY

___ 760 **Sight Words:** Words instantly recognized

___ 780 **Multiple Meanings**
___ 78001 Different parts of speech
___ 78002 Same, must be used in a sentence
___ 78003 Change with accent

___ 800 **Time/Identity Signal Words**
___ 80001 Pronoun referents
___ 80032 Question words
___ 80033 Signal words

___ 820 **Word Meanings**
___ 82001 Synonyms
___ 82002 Homonyms
___ 82003 Antonyms
___ 82004 Abstract word meanings
___ 82005 Technical vocabulary
___ 82036 Word-analogies

___ 840 **Context:** Use surrounding words

STUDY SKILLS

READING IN THE CONTENT AREA

___ 862 **Reading Rate**
___ 86231 According to reading purpose
___ 86232 Skim/scan

___ 880 **Following Directions:** Directions for a subject area

___ 900 **Chart/Graph/Map Reading**
___ 90031 Charts
___ 90032 Graphs
___ 90033 Road maps
___ 90034 Topical/geographical maps
___ 90035 Diagrams/timelines

___ 920 **Locational Skills**
___ 92031 Alphabetical order
___ 92032 Dictionary/encyclopedia
___ 92002 Telephone directory
___ 92003 Newspapers
___ 92033 Library references
___ 92034 Best source of information

___ 940 **Organizing**
___ 94001 Take notes
___ 94002 Outline format
___ 94003 Bibliography
___ 94004 Use study method
___ 94005 Summarize
___ 94006 Footnotes
___ 94007 Cross-reference

___ 960 **Survival Skills**
___ 96031 Signs/labels
___ 96032 Forms
___ 96033 Schedules
___ 96034 Consumer information

READS IN _____
(specify if other than English)

PUBLISHER _____

SERIES _____

BOOK _____

PAGE _____

— E21 —

1987 EDITION

NATIONAL MIGRANT EDUCATION PROGRAM - MSRTS SKILLS CHECKLIST

ORAL LANGUAGE

NAME_____ STUDENT ID_____ GRADE_____ DATE_____

TEACHER_____ SCHOOL_____

Depending upon the language in which the skill is being developed, place an E(English) or S (Spanish) next to the skills under study.

LISTENING COMPREHENSION

ORAL DIRECTIONS

____ 020 **Simple**
- ___ 02001 One word
- ___ 02002 Simple sentence

____ 040 **Complex**
- ___ 04001 Compound/complex sentence
- ___ 04002 Directions in sequence

RECALL

____ 060 **Main Idea**
- ___ 60001 Of a sentence
- ___ 06002 Of a paragraph
- ___ 06003 Of a story, song or poem

____ 080 **Sequence**
- ___ 08001 Compound sentence
- ___ 08002 Paragraph
- ___ 08003 Story

____ 100 **Relevant Details**
- ___ 10001 Of a sentence
- ___ 10002 Of a compound sentence
- ___ 10003 Of a paragraph
- ___ 10004 Of a story

____ 110 **Summarize**
- ___ 11001 Paraphrase
- ___ 11002 Interpret and evaluate
- ___ 11003 Synthesize

RELATIONSHIPS

____ 120 **Cause/Effect**
- ___ 12001 From a sentence
- ___ 12002 From a paragraph
- ___ 12003 From a story

____ 140 **Comparison/Contrast**
- ___ 14001 Similarities
- ___ 14002 Differences

____ 160 **Inference**
- ___ 16001 Draw conslusions
- ___ 16002 Predict what is likely

CRITICAL LISTENING

EVALUATION

____ 180 **Propaganda Techniques**
- ___ 18001 Stereotyping
- ___ 18002 Testimonial
- ___ 18003 Bandwagon

____ 200 **Fact/Opinion/Fantasy**
- ___ 20001 Evaluate as fact
- ___ 20002 Evaluate as opinion
- ___ 20003 Evaluate as fantasy

ORAL EXPRESSION

FUNCTIONAL COMMUNICATION

____ 270 **Responding:** Give personal data

____ 280 **Oral Description**
- ___ 28001 Single words
- ___ 28002 Phrases
- ___ 28003 Simple sentences
- ___ 28004 Compound/complex sentences
- ___ 28005 Multiple interrelated sentences

____ 300 **Discussion**
- ___ 30001 Single words
- ___ 30002 Phrases
- ___ 30003 Simple sentences
- ___ 30004 Compound/complex sentences
- ___ 30005 Ask for information
- ___ 30006 Exchange information or opinions
- ___ 30007 Convince others

____ 320 **Oral Reporting**
- ___ 32001 Use simple sentences
- ___ 32002 Use compound/complex sentences
- ___ 32003 Use multiple interrelated sentences
- ___ 32004 Use logical sequence
- ___ 32005 In summary form

____ 340 **Retelling**
- ___ 34001 Repeat sounds
- ___ 34002 Repeat words
- ___ 34003 Repeat phrases
- ___ 34004 Repeat complete sentences
- ___ 34005 Repeat short verses
- ___ 34006 Retell in own words
- ___ 34007 Retell in summary form

____ 360 **Giving Oral Directions**
- ___ 36001 Single word commands
- ___ 36002 Use phrases
- ___ 36003 Use simple sentences
- ___ 36004 Use compound/complex sentences
- ___ 36005 Use multiple interrelated sentences

____ 370 **Asking Questions**
- ___ 37001 Yes/no response
- ___ 37002 Ask questions using who, what...
- ___ 37003 Ask tag questions
- ___ 37004 Ask negative question

CREATIVE COMMUNICATION

____ 380 **Self-expression**
- ___ 38001 Physical needs
- ___ 38002 Emotions and wishes

*All skills which appeared in the original edition, but do not appear in this edition, will also print on student records when reported.

___ 400 **Storytelling:** Relate Original Story
___ 420 **Retelling for Entertainment:** Repeat an incident, joke...
___ 430 **Role Playing:** Free dialogue

PRODUCTION OF SOUND

___ 432 **Pronunciation**
___ 43201 Initial consonants
___ 43202 Medial consonants
___ 43203 Final consonants
___ 43204 Short and long vowels
___ 43205 l and r controlled
___ 43206 Diphthongs
___ 43207 Consonant blends

VOCABULARY DEVELOPMENT

BASIC

___ 440 **Nouns**
___ 44001 Name common objects
___ 44002 Name persons
___ 44003 Name places
___ 44004 Name abstract nouns
___ 44005 Classify common objects
___ 44006 Classify persons
___ 44007 Classify places
___ 44008 Regular plurals
___ 44009 Irregular plurals
___ 44010 Singular possessive forms
___ 44011 Plural possessive forms

___ 460 **Pronouns**
___ 46001 Subject personal
___ 46002 Object personal
___ 46003 Possessive
___ 46004 Interrogative
___ 46005 Relative
___ 46006 Demonstrative
___ 46007 Indefinite
___ 46008 Reflexive

___ 480 **Verbs**
___ 48001 Of being
___ 48002 Regular present tense
___ 48003 Irregular present tense
___ 48004 Regular past tense
___ 48005 Irregular past tense
___ 48006 Present progressive tense
___ 48007 Past progressive tense
___ 48008 Future tense
___ 48009 Future progressive tense
___ 48010 Auxiliary verbs with past participle
___ 48011 Contractions
___ 48012 Passive voice

___ 500 **Adjectives**
___ 50001 Articles
___ 50002 One adjective
___ 50003 Two or more adjectives
___ 50004 Regular comparative adjectives
___ 50005 Irregular comparative adjectives
___ 50006 Demonstrative adjectives
___ 50007 Proper placement

___ 520 **Adverbs**
___ 52001 Manner action is performed
___ 52002 Time action is performed
___ 52003 Frequency action occurs
___ 52004 Proper placement
___ 52005 Negative words

___ 540 **Prepositions**
___ 54001 Of position
___ 54002 Other

___ 560 **Conjunctions**
___ 56001 To join words
___ 56002 To join phrases
___ 56003 To join clauses
___ 56004 Pairs

EXPANDED

___ 580 **Categories**
___ 58001 Classify words

___ 600 **Synonyms:** Alike in meaning

___ 620 **Antonyms:** Opposite in meaning

___ 640 **Multiple-Meaning Words:** Have different meanings

___ 660 **Figurative Language:** Meaning other than literal

___ 670 **Idiomatic Expressions:** Cannot be literally translated

LANGUAGE PROFICIENCY LEVEL: (Please circle)

I II III IV V

as determined on _____
DATE

— E23 —

1987 EDITION

NATIONAL MIGRANT EDUCATION PROGRAM - MSRTS SKILLS CHECKLIST

MATH

NAME _____ STUDENT ID _____ GRADE _____ DATE _____

TEACHER _____ SCHOOL _____

READINESS

___ 002 **Color**
- ___ 00231 Match colors
- ___ 00232 Identify basic colors
- ___ 00233 Identify other colors
- ___ 00234 Match color and word

___ 028 **Spatial Relations**
- ___ 02801 Recognize relation of one object to another (left/right, on/under...)

___ 031 **Time Relations**
- ___ 03101 Recognize time relations (before, during...)

___ 059 **Size Relations**
- ___ 05931 Identify size relations (small/large...)
- ___ 05932 Order by size

___ 062 **Measurement Relations**
- ___ 06231 Identify weight relations
- ___ 06232 Identify length relations (short/long...)
- ___ 06233 Identify area relations (larger/smaller...)
- ___ 06234 Identify volume relations (empty/full...)
- ___ 06235 Order objects (short to long...)

NUMBER MEANING

___ 069 **History of Numeration Systems**
- ___ 06931 Roman numerals
- ___ 06932 Other systems

___ 070 **Numeral and Associated Word name**
- ___ 07031 Read numerals 0-9
- ___ 07032 Write numerals 0-9
- ___ 07033 Match numeral to word 1-10
- ___ 07034 Read numerals 0-20
- ___ 07035 Write numerals 0-20
- ___ 07036 Read numerals > 20
- ___ 07037 Write numerals > 20
- ___ 07038 Match numeral to word > 10

___ 073 **Signs and Associated Word Names**
- ___ 07331 +, - and word names
- ___ 07332 x, ÷ and word names
- ___ 07333 > , < , = and word names

___ 076 **Ordination**
- ___ 07601 Identify ordinal position (first, second...)

___ 079 **Counting**
- ___ 07931 Count by 1's: 1-10
- ___ 07932 Count by 1's: 1-20
- ___ 07933 Count by 1's: 1-100
- ___ 07934 Count by 2's
- ___ 07935 Count by 5's
- ___ 07936 Count by 10's
- ___ 07937 Count by 100's
- ___ 07938 Count by other groupings (3's, 4's, 6's ...)
- ___ 07939 Count by odd or even numerals
- ___ 07940 Complete sequence (1, 2, _, 4,5)
- ___ 07941 Identify numbers before and after (_, 4, _)
- ___ 07942 Solve problems involving comparison of numbers

___ 080 **Exponents**
- ___ 08031 Identify exponent and base
- ___ 08032 State exponents as factors
- ___ 08033 Name standard number for exponential number
- ___ 08034 Multiplication of exponents
- ___ 08035 Division of exponents
- ___ 08036 Square root

___ 081 **Factorials**
- ___ 08131 Write factorials as factors

WHOLE NUMBERS

___ 082 **Place Value**
- ___ 08202 Identify value or place value of each digit in a two-digit numeral
- ___ 08203 Identify value or place value of each digit in a three-digit numeral
- ___ 08204 Identify value or place value of each digit in a four-digit numeral
- ___ 08205 Identify value or place value of each digit in a numeral with five or more digits

___ 085 **Expanded Notation**
- ___ 08531 In words or multiples of ten

___ 086 **Scientific Notation**
- ___ 08631 Expressed by ten to a power

___ 087 **Properties of Whole Numbers**
- ___ 08731 Commutative property
- ___ 08732 Associative property
- ___ 08733 Distributive property
- ___ 08734 Additive identity (0)
- ___ 08735 Multiplicative identify (1)

___ 092 **Rounding**
- ___ 09231 Round to nearest place
- ___ 09232 Check reasonableness of answer

___ 119 **Addition**
- ___ 11931 Identify terms (Addend, sum...)
- ___ 11932 Sums thru 5
- ___ 11933 Sums thru 10
- ___ 11934 Sums thru 18

___ 11935 Column addition
___ 11936 Addition, no regrouping
___ 11937 Addition, regrouping
___ 11938 Addition word problems
___ 11939 Check problems
___ 11940 Mental computations
___ 11941 Estimate sum

___ 152 **Subtraction**
___ 15231 Identify terms (minuend, difference...)
___ 15232 Subtraction combinations thru 5
___ 15233 Subtraction combinations thru 9
___ 15234 Subtraction combinations thru 18
___ 15235 Subtraction, no regrouping
___ 15236 Subtraction, regrouping
___ 15237 Subtraction with 0
___ 15238 Subtraction word problems
___ 15239 Check problems
___ 15240 Mental computations
___ 15241 Estimate difference

___ 182 **Multiplication**
___ 18231 Identify terms (factor, product...)
___ 18232 Facts 0's thru 5's
___ 18233 Facts 6's thru 9's
___ 18234 By one digit, no regrouping
___ 18235 By one digit, regrouping
___ 18236 Multi-digit multiplier
___ 18237 Multiplication word problems
___ 18238 Check problems
___ 18239 Mental computations
___ 18240 Estimate product

___ 206 **Division**
___ 20631 Identify terms (divisor, quotient...)
___ 20632 Single-digit divisor, no remainder
___ 20633 Single-digit divisor, remainder
___ 20634 Multi-digit divisor, no remainder
___ 20635 Multi-digit divisor, remainder
___ 20636 Division word problems
___ 20637 Check problems
___ 20638 Mental computations
___ 20639 Estimate quotient

FRACTIONS

___ 242 **Fraction Basics**
___ 24231 Identify terms (numerator, denominator...)
___ 24232 Relate proper fractions to parts of objects
___ 24233 Relate improper fractions to objects
___ 24234 Equivalent fractions
___ 24235 Compare fractions
___ 24236 Ratio
___ 24237 Proportion

___ 261 **Factoring**
___ 26101 Composite number of prime factorization

___ 264 **Simplifying Fractions**
___ 26431 Proper, improper or mixed

___ 267 **Least Common Multiples**
___ 26701 Two or more whole numbers

___ 270 **Greatest Common Factor**
___ 27031 Two or more whole numbers

___ 275 **Addition of Fractions**
___ 27531 Like denominators, proper fractions
___ 27532 Like denominators, proper + mixed
___ 27533 Like denominators, mixed + mixed
___ 27534 Unlike denominators, LCD one denominator
___ 27535 Unlike denominators, LCD not a denominator
___ 27536 Word problems/activities

___ 286 **Subtraction of Fractions**
___ 28631 Proper, like denominators
___ 28632 Proper, unlike denominators
___ 28633 Mixed, unlike denominators, LCD one denominator (no regrouping)
___ 28634 Mixed, unlike denominators, LCD one denominator (regrouping)
___ 28635 Mixed, unlike denominators, LCD not a denominator (no regrouping)
___ 28636 Mixed, unlike denominators, LCD not a denominator (regrouping)
___ 28637 Word problems/activities

___ 308 **Multiplication of fractions**
___ 30831 Proper x proper
___ 30832 Proper x whole number
___ 30833 Proper x mixed
___ 30834 Word problems/activities

___ 317 **Division of Fractions**
___ 31731 Reciprocals
___ 31732 Proper ÷ proper
___ 31733 Proper and mixed
___ 31734 Proper and whole numbers
___ 31735 Mixed and mixed
___ 31736 Word problems/activities

DECIMALS

___ 351 **Place Value of Decimals**
___ 35101 A single-digit decimal numeral (.1-.9)
___ 35102 Identify value or place in a two-digit decimal
___ 35103 Identify value or place in a three-digit decimal
___ 35104 Identify value or place in a four-digit decimal
___ 35105 A decimal numeral with five or more places, name specified place value or digit
___ 35106 Read decimal numerals

___ 354 **Rounding of Decimals**
___ 35401 Round to nearest tenths, hundredths, etc.

___ 357 **Equivalent Decimals**
___ 35701 Convert to equivalent decimal

___ 360 **Fractions to decimals**
___ 36031 A mixed numeral, denominator is multiple of ten
___ 36032 A fraction, denominator not a multiple of ten

___ 363 **Decimals to Fractions**
___ 36301 A one-place decimal
___ 36302 A two-place decimal
___ 36303 A mixed decimal

___ 366 **Repeating Decimals to Fractions**
___ 36631 Fraction or mixed number

—E25—

___ 368 **Addition of Decimals**
___ 36831 Same place value, no regrouping
___ 36832 Different place value,no regrouping
___ 36833 Same place value, regrouping
___ 36834 Different place value, regrouping
___ 36835 Word problems/activities

___ 380 **Subtraction of Decimals**
___ 38031 Same place value, no regrouping
___ 38032 Different place value, no regrouping
___ 38033 Same place value, regrouping
___ 38034 Different place value, regrouping
___ 38035 Word problems/activities

___ 392 **Multiplication of Decimals**
___ 39231 Whole times decimal
___ 39232 Same place value
___ 39233 Different place value
___ 39234 Word problems/activities

___ 401 **Division of Decimals**
___ 40131 Whole number & decimal fraction
___ 40132 Decimal fractions without rounding
___ 40133 Decimal fractions with rounding
___ 40134 Word problems/activities

___ 404 **Estimation of Decimals**
___ 40431 Locate number of places
___ 40432 Round to estimate answer

PERCENT

___ 420 **Terms and Symbols**
___ 42001 Identify symbol

___ 423 **Decimal to Percent**
___ 42301 A two-place decimal fraction
___ 42302 A three-place decimal fraction
___ 42303 A decimal fraction in units and tenths

___ 426 **Percent to Decimal**
___ 42601 A percent < 10% > 1%
___ 42602 A percent < 100% > 10%
___ 42603 A percent < 1000% > 100%
___ 42604 A percent in decimal fraction form
___ 42605 A percent in mixed fraction form

___ 429 **Fractions to Percent**
___ 42901 A unit fraction with a denominator of 2,4,5 or 10
___ 42902 A nonunit fraction with a denominator a factor of 100
___ 42903 A fraction with a denominator not a factor of 100

___ 432 **Percent to Fraction**
___ 43201 A percent < 10% > 1%
___ 43202 A percent < 100% > 10%
___ 43203 A percent < 1000% > 100%
___ 43204 A percent in decimal fraction form
___ 43205 A percent in mixed fraction form

___ 435 **A % of B =**
___ 43501 (A) is whole (>10%, < 100%) (B) is whole
___ 43502 (A) is whole (>1%, < 10% (B) is whole
___ 43503 (A) is whole (>100%, < 1000%) (B) is whole
___ 43504 (A) is a mixed fraction, (B) is whole
___ 43505 (A) is a mixed decimal fraction, (B) is whole
___ 43536 Word problems/activities

___ 438 **A % of ___ = C**
___ 43801 (A) is whole, (C) is whole
___ 43802 (A) is a mixed decimal fraction (C) is whole
___ 43833 Word problems/activities

___ 441 **___ % of B =**
___ 44101 (B) is whole, (C) is whole
___ 44102 (B) is decimal fraction, (C) is a decimal fraction
___ 44133 Word problems/activities

MEASUREMENT

___ 449 **Linear Measurement**
___ 44931 Use arbitrary units to measure length
___ 44932 Use customary units to measure length
___ 44933 Use metric units to measure length
___ 44934 Use abbreviation, symbols and vocabulary of length measurement
___ 44935 Word problems/activities

___ 450 **Conversions, Customary Units**
___ 45001 Identify linear units and subunits

___ 456 **Conversions, Metric Units**
___ 45601 Identify linear units and subunits

___ 462 **Measuring Perimeter**
___ 46201 A customary unit of linear measurement and a simple geometric shape
___ 46202 A unit of metric linear measurement and a simple geometric shape

___ 468 **Computing Perimeter**
___ 46831 Use formula

___ 465 **Scaling, Maps and Drawings**
___ 46531 Measure and identify scaled distances

___ 475 **Circular Measurement**
___ 47531 Calculate circumference
___ 47532 Calculate radius/diameter from circumference
___ 47533 Word problems/activities

___ 477 **Measuring Area by Tiling Grids,...**
___ 47701 Use arbitrary units
___ 47732 Use customary/metric units

___ 480 **Computing Area of Rectangle**
___ 48002 Sides given
___ 48003 Area and one side given

___ 483 **Computing Area of Parallelogram**
___ 48302 Sides given
___ 48303 Area and one dimension given

___ 486 **Computing Area of Right Triangle**
___ 48602 Height and base given
___ 48603 Area and one dimension given

___ 489 **Computing Area of Non-Right Triangles**
___ 48902 Height and base given
___ 48903 Area and one dimension given

___ 492 **Computing Area of Circle**
___ 49202 Given radius or diameter
___ 49203 Find radius or diameter when area given

___ 495 **Relations Between Perimeter and Area**
___ 49501 Differnet areas with same perimeter

___ 504 **Computing Surface Area of a Rectangle Solid**
___ 50431 Calculate surface area

___ 507 **Land Measurements**
___ 50701 Acres
___ 50732 Hectares

___ 510 **Word Problems/Activities in Computing Areas**
___ 51031 Use Formula

___ 513 **Measuring Volume**
___ 51301 Measure in arabitrary units
___ 51302 Identify volume given in arbitrary units
___ 51333 A rectangular solid
___ 51334 An irregularly shaped solid
___ 51335 Word problems/activities

___ 515 **Time**
___ 51531 Tell time to the hour
___ 51532 Tell time to the half-hour
___ 51533 Tell time to the quarter-hour
___ 51534 Tell time to five-minute intervals
___ 51535 Tell time to the minute
___ 51536 Solve problems involving time
___ 51537 Solve problems involving a calendar
___ 51538 Tell how many days per week; days, weeks, months per year
___ 51539 Order the days of the week, months and seasons of the year

___ 524 **Measuring Temperature**
___ 52431 Read a Fahrenheit gauge
___ 52432 Read a Celsius gauge
___ 52433 Word problems/activities

___ 531 **Measuring Weight**
___ 53102 Use customary units to measure weight
___ 53103 Use metric units to measure mass
___ 53133 Convert customary to subunits
___ 53104 Convert metric to subunits
___ 53135 Word problems/activities
___ 53136 Use abbreviation, symbols or vocabulary

___ 534 **Measuring Capacity**
___ 53431 Convert customary units to subunits
___ 53432 Convert metric units to subunits
___ 53433 Word problems/activities
___ 53434 Use abbreviation, symbols and vocabulary

___ 536 **Money**
___ 53631 Identify value of U.S. coins
___ 53632 Order coins by value
___ 53633 Identify value of U.S. bills
___ 53634 Order bills by value
___ 53635 Determine value of like coins
___ 53636 Determine value of unlike coins
___ 53637 Determine value of like bills
___ 53638 Determine value of unlike bills
___ 53639 Determine value of coins and bills
___ 53640 Word problems/activities
___ 53641 Relation between place value and money
___ 53642 Make change
___ 53643 Convert money of equivalent value

___ 554 **Estimation**
___ 55431 Distance or length
___ 55432 Weight
___ 55433 Volume

GEOMETRY

___ 556 **Lines**
___ 55631 Identify straight lines, curved lines...

___ 557 **Shapes**
___ 55731 Match shapes
___ 55732 Identify basic two-dimensional shapes
___ 55733 Identify basic three-dimensional shapes

___ 558 **Types of Quadrilaterals**
___ 55831 Distinguishing properties
___ 55832 Name a quadrilateral
___ 55833 Identify a quadrilateral

___ 561 **Parallel, Perpendicular, Intersecting Lines**
___ 56131 Name lines
___ 56132 Identify lines

___ 564 **Exterior/Interior Regions of Closed Curves**
___ 56401 Identify exterior, interior

___ 567 **Symmetry of Objects or Figures**
___ 56701 Identify symmetric figures
___ 56702 Identify lines of symmetry

___ 570 **Midpoint of a Line**
___ 57001 Identify midpoint

___ 573 **Points Lying in a Common Plane**
___ 57301 Identify points on a common plane

___ 576 **Intersection of Planes**
___ 57601 Identify intersection of planes

___ 579 **Intersection of Lines and Planes**
___ 57901 Identify intersection of line with plane

___ 582 **Parallel and Non-Parallel Planes**
___ 58201 Identify parallel or non-parallel planes

___ 585 **Coordinates and Points**
___ 58501 Identify coordinates or points on a grid
___ 58502 Identify a point or an ordered pair
___ 58503 Identify places from map coordinates

___ 588 **Obtuse, Acute and 90° Angles**
___ 58831 Name an angle
___ 58832 Identify an angle
___ 58802 Measure an angle

— E27 —

___ 591 **Congruency of Angles Formed by Intersecting Lines**
___ 59101 Formed by two lines
___ 59102 Formed by parallel lines

___ 592 **Translations, Reflections, Rotation**
___ 59231 Translations
___ 59232 Reflections
___ 59233 Rotations

___ 593 **Congruent and Similar Triangles**
___ 59331 Congruent
___ 59332 Similar

___ 594 **Diameter, Radius and Chord of a Circle**
___ 59401 Identify diameter, radius, chord

___ 597 **Altitude and Base of a Triangle**
___ 59701 Identify base and altitude

___ 600 **Pythagorean Relationship**
___ 60001 Identify relationship
___ 60002 Identify formula

PROBABILITY AND STATISTICS

___ 603 **Tallying**
___ 60301 Use tally marks

___ 605 **Graphs**
___ 60531 Bar
___ 60532 Line
___ 60533 Circle
___ 60534 Picto
___ 60535 Data Tables

___ 608 **Sample Statistics**
___ 60831 Mean/Average
___ 60832 Median
___ 60833 Mode
___ 60834 Range

___ 610 **Probability**
___ 61031 Express as a ratio

EQUATIONS AND INTEGERS

___ 611 **Equations**
___ 61131 One Step
___ 61132 Multiple steps

___ 614 **Integers**
___ 61431 Identification
___ 61432 Ordering
___ 61433 Addition
___ 61434 Subtraction
___ 61435 Multiplication
___ 61436 Division
___ 61437 Absolute value

___ 619 **Write/Solve Equations from Words**
___ 61931 Phrase to mathematical statement
___ 61932 Mathematical statement to phrase
___ 61933 Sentence to equation
___ 61934 Solve equation involving whole or fractional numbers
___ 61935 Solve equation involving positive or negative numerals

SETS

___ 640 **Set Recognition**
___ 64031 Sort sets
___ 64032 Identify sets

___ 641 **Set Comparison**
___ 64131 Equivalent sets
___ 64132 Nonequivalent sets
___ 64133 Sets with more/fewer members

___ 642 **One-To-One Matching**
___ 64231 Match members of equivalent sets
___ 64232 Associate counting numbers to a set

___ 643 **Set-To Numeral Comparison**
___ 64331 Match sets of zero to five with numerals 0-5
___ 64332 Match sets of six to ten with numerals 6-10

___ 644 **Joining and Separating Sets**
___ 64431 Join sets to form sets of one to ten
___ 64432 Separate sets into subsets

___ 646 **Patterns**
___ 64631 Duplicate patterns
___ 64632 Complete pattern sequences

___ 684 **Venn Diagrams**
___ 68431 Subsets
___ 68432 Union
___ 68433 Intersection

ELECTRONIC TECHNOLOGY

___ 696 **Calculators**
___ 69631 Keyboard familiarity
___ 69632 Practical application

___ 699 **Computers**
___ 69931 Keyboard familiarity
___ 69932 Terminology
___ 69933 Practical application
___ 69934 Programming

STUDENT NAME	GR	AGE	MS	R	MSRTS/MNE	SCHOOL DISTRICT	BUILDING	TEACHER/AIDE

DATES	Week #1	Week #2	Week #3	Week #4	Week #5	Week #6	Week #7	Week #8	Week #9	Week #10	TOTAL E	TOTAL P

X Received Migrant Services
/ Scheduled, but did not participate
A Absent on scheduled day

NATIONAL MIGRANT EDUCATION EARLY CHILDHOOD SKILLS (2½ to 5 years)

Area: PSYCHOMOTOR **Topic: GROSS**

Code	Skills
PG25	Throws ball overhand (P)
PG26	Goes upstairs and downstairs (P)
PG27	Pedals tricycle (P)
PG28	Jumps in place (P)
PG29	Runs Well (P)
PG30	Kicks ball forward (P)
PG31	Walks on tiptoe (P)
PG32	Walks on or between parallel lines (P)
PG33	Jumps from low elevation w/ft together (P)
PG34	Maintains balance while broad jumping (P)
PG35	Balances on one foot (P)
PG36	Walks backward (P)
PG37	Walks up and down stairs w/o support (P)
PG38	Aims and throws ball (P)
PG39	Catches medium sized bounced ball (P)
PG40	Climbs well (P)
PG41	Makes lrg circ frontal motion w/arms (P)
PG42	Skips on alternating feet (P)
PG43	Jumps rope (P)
PG44	Hops skillfully on dominant foot (P)
PG45	Walks on balance beam (P)

Area: PSYCHOMOTOR **Topic: FINE**

Code	Skills
PF20	Builds tower of 6 or more blocks (P)
PF21	Makes verticle strokes (P)
PF22	String large beads (P)
PF23	Well dvlpd finger-wrist coordination (P)
PF24	Puts pegs in pegboard (P)
PF25	Cuts with scissors (P)
PF26	Turns pages one at a time (P)
PF27	Pours liquids with minimal spillage (P)
PF28	Builds tower of 10 or more blocks (P)
PF29	Draws simple picture w/three details (P)
PF30	Dresses and undresses self w/help (P)
PF31	Writes some letters & simple words (P)
PF32	Laces shoes & begins to tie them (P)
PF33	Folds paper diagonally (P)
PF34	Draws a picture w/at least 6 details (P)

SKILL LEVEL KEY:

Infant	Toddler	Preschool
(I)	(T)	(P)

Area: COGNITIVE **Topic: ORAL LANGUAGE**

Code	Skills
CO18	Says 6 to 18 or more words (P)
CO19	Forms sentences or phrases/2 or 3 words (P)
CO20	Uses words to make wants known (P)
CO21	Refers to self by name (P)
CO22	Uses 200 or more recognizable words (P)
CO23	Uses some pronouns (P)
CO24	Uses plurals (P)
CO25	Gives own first and last name (P)
CO26	Forms a negative sentence (P)
CO27	Forms sentence or phrase/3 to 4 word (P)
CO28	Uses consonant sounds accurately (P)
CO29	Talks freely while role playing (P)
CO30	Repeats simple sound patterns (P)
CO31	Asks questions continually (P)
CO32	Uses prepositions (P)
CO33	Forms sentence or phrase/4 to 5 word (P)
CO34	Tells experiences (P)
CO35	Tells about a picture (P)
CO36	Tells function of familiar object (P)
CO37	Forms meaningful sentence/6 + words (P)
CO38	Uses opposite analogies (P)
CO39	Uses past tense (P)
CO40	Uses vocabulary/1500 or more words (P)
CO41	Uses complex language patterns (P)
CO42	Talks a great deal (P)
CO43	Names basic colors, shapes, sizes (P)
CO44	Uses abstract word meanings correctly (P)
CO45	Tells story in sequence w/ w/o picture (P)
CO46	Names some letters, numbers & words (P)

Area: COGNITIVE **Topic: VISUAL**

Code	Skills
CV19	Copies horizontal line (P)
CV20	Copies circle (P)
CV21	Searches for named obj/ w/o visual rep (P)
CV22	Focuses on 1 of many parts of object (P)
CV23	Names picture of obj removed from view (P)
CV24	Selects simple identical picture (P)
CV25	Completes two parts of picture (P)
CV26	Copies cross (P)
CV27	Puts together 2 6 piece puzzles (P)
CV28	Copies square (P)
CV29	Copies triangle (P)
CV30	Copies some letters and numerals (P)
CV31	Copies some simple words ( )
CV32	Puts together 6 8 piece puzzles (P)

Area: COGNITIVE **Topic: AUDITORY**

Code	Skills
CA13	Articulates some consonants (P)
CA14	Identifies common objects by sounds (P)
CA15	Uses appropriate voice inflection (P)
CA16	Varies voice volume (P)
CA17	Increases & decreases speed of voice (P)
CA18	Reproduces plurals (P)
CA19	Identifies simple tones (P)
CA20	Recognizes melodies (P)
CA21	Identifies rhyming words (P)
CA22	Identifies like/unlike beginng consonant (P)
CA23	Repeats sentences correctly (P)
CA24	Repeats 4 5 letters or #s given order (P)
CA25	Repeats short verses (P)

Area: AFFECTIVE **Topic: PERSONAL/INTERACTIONAL**

Code	Skills
AP37	Participates in parallel play (P)
AP38	Manipulates caregivers (P)
AP39	Participates in symbolic play (P)
AP40	Seeks adult approval (P)
AP41	Participates in cooperative play (P)
AP42	Shows concern for others (P)
AP43	Seeks to please others (P)
AP44	Takes turns (P)
AP45	Shares possessions (P)
AP46	Takes pride in accomplishments (P)
AP47	Accepts routine (P)
AP48	Demonstrates sense of humor (P)
AP49	Participates organized small group activity (P)
AP50	Participates in making group decisions (P)
AP51	Accepts group decisions (P)
AP52	Makes and keeps friends (P)
AP53	Accepts changes (P)
AP54	Demonstrates self reliance (P)

DIRECTIONS FOR MARKING:

- ■ Entry Skill
- ⊘ Assigned at Present School
- [O] Assigned by Previous School (From MSRTS)
- ⊠ Mastery

Early Childhood (0 - 2½ years)

Area: PSYCHOMOTOR Topic: GROSS

Code	Skills
PG01	Lifts head briefly when on stomach (I)
PG02	Turns head to avoid annoyance (I)
PG03	Rolls part way to side from back (I)
PG04	Holds head erect in supported sitting position (I)
PG05	Turns head in all directions (I)
PG06	Lifts head and chest when on stomach (I)
PG07	Exhibits vigorous body movements (I)
PG08	Rolls from side to side (I)
PG09	Rolls from stomach to back (I)
PG10	Sits with support (I)
PG11	Bounces up and down while sitting (I)
PG12	Uses limbs to move about (I)
PG13	Pulls self to stand (I)
PG14	Sits alone (I)
PG15	Creeps or crawls (T)
PG16	Pushes into sitting position (T)
PG17	Stands alone (T)
PG18	Gets down from standing (T)
PG19	Stoops and gets back up (T)
PG20	Climbs up and down objects (T)
PG21	Steps backward (T)
PG22	Walks with confidence (T)
PG23	Throws objects awkwardly (T)
PG24	Seats self in chair (T)

Area: PSYCHOMOTOR Topic: FINE

Code	Skills
PF01	Puts hands together (I)
PF02	Bats and swipes at objects (I)
PF03	Grasps and holds objects with whole hand (I)
PF04	Plays with hands and fingers (I)
PF05	Mouths objects (I)
PF06	Reaches for objects with both hands (I)
PF07	Transfers an object from hand to hand (I)
PF08	Manipulates objects by rotating wrists (I)
PF09	Uses thumb and 2 or 3 fingers to grasp objects (I)
PF10	Coordinates hand/arm movement to mouth (I)
PF11	Pokes with index finger (I)
PF12	Claps hands with (I)
PF13	Drops and picks up objects at will (I)
PF14	Uses hands in sequence or simultaneously (I)
PF15	Scribbles spontaneously (T)
PF16	Builds tower of two or more blocks (T)
PF17	Puts small objects into containers (T)
PF18	Dumps objects out of container (T)
PF19	Holds cup to lips for drinking (T)

Area: COGNITIVE Topic: ORAL LANGUAGE

Code	Skills
CO01	Makes cooing sounds (I)
CO02	Makes vowel-like sounds (I)
CO03	Gurgles and blows bubbles (I)
CO04	Makes small throaty sounds (I)
CO05	Laughs aloud (I)
CO06	Imitates variations in pitch and volume (I)
CO07	Vocalizes spontaneously (I)
CO08	Makes two-syllable sounds (I)
CO09	Imitates sound or sequences (I)
CO10	Makes several sounds in one breath (I)
CO11	Makes same sound over and over (I)
CO12	Squeals to get attention (I)
CO13	Produces sounds specific to parents' native Lang. (I)
CO14	Uses words meaningfully (I)
CO15	Talks in jargon (T)
CO16	Says two to six or more words (T)
CO17	Communicates "whole" sentences with one word (T)

Area: COGNITIVE Topic: VISUAL

Code	Skills
CV01	Follows horizontal movement of bright object(s)
CV02	Fixates and focuses eyes (I)
CV03	Follows object vertically and circularly (I)
CV04	Looks intently at toy in hand (I)
CV05	Turns head and eys together (I)
CV06	Watches movement of own hands and arms (I)
CV07	Studies objects looking, tasting and touching (I)
CV08	Looks for toy that disappears (I)
CV09	Recognizes and judges visual size of objects (I)
CV10	Responds playfully to mirror image of self (I)
CV11	Explores objects from different angles (I)
CV12	Looks for familiar object (I)
CV13	Points to object in a picture (T)
CV14	Looks for hidden object (T)
CV15	Understands spatial relations (T)
CV16	Places three shapes in a 3-hole form board (T)
CV17	Matches circles, triangles and squares (T)
CV18	Groups objects together by color, form & size (T)

Area: COGNITIVE Topic: AUDITORY

Code	Skills
CA01	Moves head and eyes in direction of sound (I)
CA02	Reacts differently to different sounds (I)
CA03	Looks for source of sound with eyes (I)
CA04	Listens selectively to familiar words (I)
CA05	Listens to conversation and singing tones (I)
CA06	Looks toward speaker when own name is called (I)
CA07	Responds to simple one-part command w/o gesture (I)
CA08	Differentiates between some words (I)
CA09	Points to one body part when ask (T)
CA10	Points to picture of familiar object when asked (T)
CA11	Locates sound from all directions (T)
CA12	Responds to action words (T)

Area: AFFECTIVE Topic: PERSONAL/INTERACTIONAL

Code	Skills
AP01	Looks at faces (I)
AP02	Smiles responsively (I)
AP03	Increases physical activity on sight/smell form (I)
AP04	Cries from discomfort and for attention (I)
AP05	Quiets self (I)
AP06	Responds to non-verbal attention by smiling (I)
AP07	Differentiates strangers from family (I)
AP08	Initiates social play by smiling (I)
AP09	Vocalizes socially (I)
AP10	Smiles and vocalizes at mirror image of self (I)
AP11	Imitates facial expressions (I)
AP12	Grasps source of food with both hands (I)
AP13	Distinguishes between friendly and angry talk (I)
AP14	Thrashes arms and legs when frustrated (I)
AP15	Repeats behavior attended to or reinforced (I)
AP16	Gestures to familiar person (I)
AP17	Works for toy out of reach (I)
AP18	Shows fear of stranger (I)
AP19	Plays simple games (I)
AP20	Shows displeasure with loss of toy (I)
AP21	Plays by self for a short period of time (I)
AP22	Relates to more than one person (I)
AP23	Recognizes the meaning of "no-no" (I)
AP24	Uses "no" appropriately (I)
AP25	Responds to rhythmic sounds and movements (I)
AP26	Imitates adult activity (T)
AP27	Shows anger (T)
AP28	Responds to attention (T)
AP29	Repeats activity over and over (T)
AP30	Resists restrictions (T)
AP31	Shows special attachment to favorite toy (T)
AP32	Displays interest in a variety of activities (T)
AP33	Explores environment (T)
AP34	Knows own possessions (T)
AP35	Indicates need for assistance (T)
AP36	Responds to music (T)

SAMPLES OF STUDENT EVALUATIONS

After determining the skills to work on with each child, you may wish to use the following **Migrant Student Profiles** to plan a course of instruction.

. . . Daily . . . Weekly

It may be necessary to retranslate terms to adapt the vocabulary to the common language of your mobile population.

DAILY PROGRESS REPORT
REPORTE DEL PROGRESO DIARIO

DAILY PROGRESS REPORT
REPORTE DEL PROGRESO DIARIO

Student
Estudiante

Date
Fecha

BEHAVIOR COMPORTAMIENTO	Excellent Excelente	Good Bien	Satisfactory Satisfecho	Unsatisfactory No Satisfecho
1. Finished all work Terminó todo trabajo				
2. Listened to class presentations Escuchó las presentaciones de la clase				
3. Follows directions Sigue instruciones				

Teacher's Signature
Firma del Maestro

Parent's Signature
Firma del Padre

WEEKLY PROGRESS REPORT
REPORTE SEMANAL DEL PROGRESO

Student
Estudiante

Date
Fecha

BEHAVIOR COMPORTAMIENTO	Excellent Excelente	Good Bien	Satisfactory Satisfecho	Unsatisfactory No Satisfecho
1. Listened to class presentations Escuchó presentaciones de la clase				
2. Followed directions Siguió las instrucciones				
3. Worked independently Trabajó independientemente				
4. Followed class rules Siguió las reglas del salón de clase				
5. Showed acceptable social habits Mostró hábitos sociales aceptables				
ACADEMIC PROGRESS PROGRESO ACADEMICO				
1. Worked independently Trabajó independientemente				
2. Was prepared for reading group Estaba preparado para el grupo de lectura				
3. Passed weekly spelling test Pasó la prueba de ortografía				
4. Passed weekly math test Paso la prueba de matemáticas semanal				

Teacher's Signature
Firma del Maestro

Parent's Signature
Firma del Padre

LONG TERM REPORTING

Reporting is also done by six weeks, nine weeks, semester, etc. A sample of long-term reporting (**a report card**) is shown below.

FALL / SPRING / SUMMER _____

Student's Name: _____ ( ) ( )
Last First Middle Date of Birth Grade

School: _____ MSRTS/MNE

Parents' Names: _____ (Father) _____ (Mother)

Home Base School: _____ Address: _____

SUBJECT	HOURS	TEACHER	GRADE	SUBJECT	HOURS	TEACHER	GRADE
Language Arts							
Mathematics							
Social Studies							
Science							

Days Absent _____ Date of Entry _____ Re-entry _____

Days Present _____ Date of Withdrawal _____ Date of Withdrawal _____

_____ _____ _____
Teacher Principal/Director

D. Cooperative Instructional Personnel

The classroom teacher is basically responsible for the developmental program of the child. Cooperative instructional personnel that may be assigned to be **supportive** of the child's instructional program include **supplementary teachers, paraprofessionals** or **volunteers**. The duties of the support personnel vary according to the state and district plan.

Unless the child is assigned to a special education program, the role of the **supplementary teacher** is to **reinforce**, **reteach** or **remediate** as directed by the classroom teacher.

Ways of working with students on an individual or small group basis — strategy for **reteaching, reinforcing** and **remediating.**

REINFORCE — additional practice on a skill that student has worked with, but not mastered. Some students lack confidence; therefore, more guided practice followed by more independent practice that will lead to a successful evaluation is the key to helping this kind of student.

RETEACH — is done during the lesson cycle, individually or for the group; for the student who needs a little more clarification. The teacher must be able to spot the difficulty and diagnose it immediately. If there is so much reteaching taking place that it interferes with the lesson, the teacher needs to re-examine the lesson and consider possible causes for unsatisfactory progress.

REMEDIATE — another complete lesson on the same skill for the student who needs more time to learn; because students learn in different ways and at different rates, the remediation should use a method and materials that are different from the initial teaching. This may involve going back to a prerequisite skill and teaching a lesson on that. After remediation, it is often necessary to do a reinforcement lesson the next day. A remediation lesson may involve reteaching during the learning cycle.

The supplementary teacher may be assisted by a paraprofessional aide or may supervise paraprofessional tutors who have been trained in effective instructional procedures.

Brubaker and Sloan, in an article in the **Education Digest**, April 1981, pointed out that the threads important in holding together a teacher/aide team are: **cooperative decision making**, **effective communication** and **a healthy attitude**.

Cooperative instructional personnel do not necessarily have to be on the LEA payroll. Many communities have very successful volunteer programs made up of church or civic groups, college students, or older students within the school. One of the most effective support persons is the **parent** of a migrant child. Parental involvement in this manner reaps academic and public relations rewards.

E. Parental Involvement

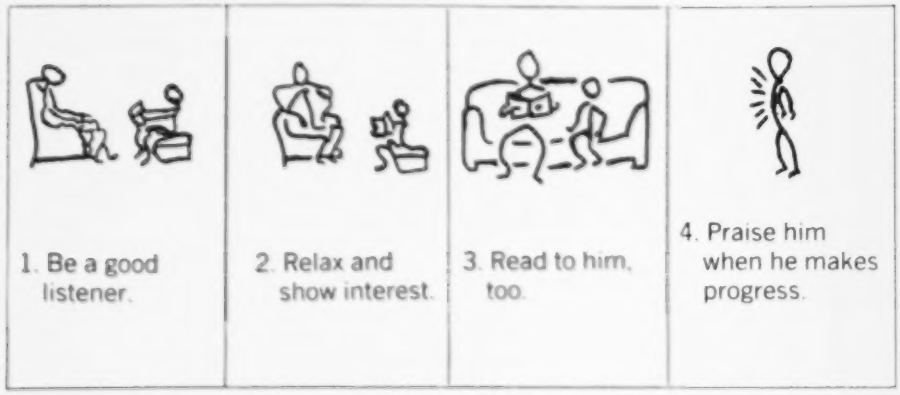
Parents' Role In Education

Caring and involvement are elements that will open the doors of the nations schools to migrant families. Personal attention, contact with adults and family involvement with schools have been shown to improve performance and help keep migrant students, especially the ESL students, in school.

The door to effectiveness in education is opened when schools, parents and students work together to define needs and develop programs. The curriculum crisis in American schooling that affects all American youths is doubly severe for the ESL student. Their families recognize the importance of the English language, but the home language must be considered when determining courses of instruction.

It will take the caring and involvement of everyone concerned to guarantee that no student is left out because schools lack the sensitivity required to identify and address specific student needs. The ESL families will have to become involved in their own schools to make themselves heard by those whose decisions affect the education of their children. They must insist that their children — who will be so important to this nation in the future — receive every opportunity to learn and grow.

Ideas and a list of materials to successfully promote parent participation and to open doors for cooperative efforts are included in this section.



1. Developing Successful Parental Relationships

Parent involvement in the schools is very important for meeting the needs of children. The degree of meaningful involvement and parent education is critical to the child's education. Teachers must build good personal relationships with parents. Parent and teacher cooperation is **most effective** when there is a mutual respect and acceptance for each other. There are many ways a teacher can facilitate parent involvement. Some of the ways a teacher can encourage parent involvement are:

a. Make it easy for parents to take part.
b. Stress informality. Make the parent feel at home, a welcomed guest.
c. Set up lending libraries for parents to check out materials to use with their child at home.
d. Stress to parents that they are the real teachers who have the greatest influence on their children.
e. Enlist parent's help in solving problems. You might ask what methods have worked for them in dealing with their children.
f. Never assume that a parent will not help. Act as if you expect him to and he will.
g. Encourage parents to set a time aside for the child to talk about and share school activities.
h. Be simple, natural, and sincere with the parents in conversation.
i. Plan things for parents to do at home with children.
j. Express your appreciation to parents for their involvement.

2. Communication

In developing good communications with parents the following creed between school and home will aid in closing the gap.

THIS I BELIEVE

I am **responsible** for my children. I have them in their most impressionable years, and for the greatest number of hours. The **school** and the **church** can help, but the prime responsibility is mine.

I must **set a good example** by manner, word and deed.

I must provide the **right environment**: a good atmosphere at home, and the proper influences elsewhere. This means **knowing where my children go**, and for how long. It is I who should decide which movies should be seen, which companions are acceptable, which books are permissable and which TV programs are not objectionable.

I must teach my children good habits, not only of health and study, but of work, and consideration of others. This means respect for themselves and others. I must insist that they take a share of the **responsibility** of the home.

I must be willing to make sacrifices, not so much as to material things as to my time and attention to their problems. I do not need to entertain my children, but I do need to exercise reasonable **control** over their pleasures.

I must maintain discipline, **tolerant but firm**. Children appreciate good discipline.

I must show my **love** for my children by encouraging them to do, rather than do for them.

PARA LOS PADRES

EN ESTO CREO

Soy responsable de mis hijos. Los tengo durante sus años más impresionables, y por el mayor numero de horas. La escuela y la iglesia pueden ayudar pero la responsabilidad primordial es mía.

Yo debo poner el **buen ejemplo** con mi forma de ser, mi comportamiento y mi forma de hablar.

Debo proveer el **ambiente apropiado**: Una buena atmósfera en el hogar y las influencias adecuadas de otros lugares. Esto significa **el saber a donde van mis hijos**, y por cuanto tiempo. Yo soy quien decide que películas ven, cuales amistades son aceptables, cuales son los libros permitidos, y cuales programas de televisión son objetables.

Debo enseñar buenos hábitos a mis hijos, no solamente de salud y estudio, pero de trabajo, y consideración hacia otros. Esto significa el respeto a ellos mismos y a otros. Debo insistir que tengan su porción de **responsabilidad** en el hogar.

Debo estar dispuesto a hacer sacrificios no tanto en respecta a lo material sino en respecta al tiempo y atención que les dedico a ellos y a sus problemas. No necesito divertir a mis hijos, pero si necesito ejercitar un control razonable sobre sus placeres.

Debo mantener la disciplina, ser **tolerante pero firme**. Los niños saben apreciar buena disciplina.

Debo demostrar mi **amor** a mis hijos incitándoles a hacer las cosas, en vez de yo hacerlas por ellos.

Reading

Do I . . .

1. read to my child? _____
2. let my child see me read? _____
3. encourage my child to read to me? _____
4. visit the library with my child? _____
5. provide books in my home? _____
6. subscribe to a newspaper? _____
7. teach my child to take care of books? _____
8. buy books for my child? _____
9. know when my child has reading problems? _____
10. provide a relaxed atmosphere for reading? _____

Math

Do I . . .

1. encourage my child in math? _____
2. understand the school's math program? _____
3. know how my child is performing? _____
4. provide math opportunities in the home? _____
5. feel comfortable with math? _____
6. provide math games? _____
7. let my child help me shop? _____
8. give my child opportunities to solve problems? _____
9. let my child explain homework? _____
10. attend math workshops? _____

Parent's Name _____

School _____

Date _____

A REPORT CARD FOR PARENTS

DIRECTIONS: This self-appraisal form is to be used to determine if you qualify for promotion as a responsible parent. Place a check in the space to the right of the sub-item which most adequately describes your behavior.

Parent Involvement

Do I...

1. attend parent meetings? _____
2. know the purpose of the S.A.C.? _____
   (School Advisory Council)
3. participate as a member of the SAC/DAC? _____
   (School Advisory Council/ District Advisory Council)
4. volunteer my services in the classroom? _____
5. read newsletters from school? _____
6. help plan the school program? _____
7. help to carry out the program? _____
8. help review the school program? _____
9. demonstrate a commitment to the school? _____
10. share responsibility for my child's education? _____

General

Do I...

1. send my child to school on a regular basis? _____
2. send my child to bed at a reasonable hour? _____
3. send my child to school on time? _____
4. let the teacher know I am interested? _____
5. express a positive attitude toward school? _____
6. visit my child's school? _____
7. know my child's teacher? _____
8. contact my child's teacher on a regular basis to find out how he/she is progressing _____
9. follow through on homework assignments? _____
10. insist on a regular time for homework? _____

Affective

Do I...

1. smile often? _____
2. praise my child? _____
3. avoid comparison with other children? _____
4. teach my child responsibility? _____
5. encourage my child to try new things? _____
6. send my child to school in a happy mood? _____
7. send my child to school neat and clean? _____
8. hug my child? _____
9. demonstrate patience? _____
10. make my child feel important? _____

Academic

Do I...

1. listen to my child? _____
2. show an interest in what my child tells me? _____
3. answer questions? _____
4. talk to my child? _____
5. respond to my child in complete sentences? _____
6. make statements that will generate conversation? _____
7. discuss with my child what he sees on TV? _____
8. expose my child to many varied experiences? _____
9. encourage my child to write? _____
10. provide a language model? _____

3. Sample Activities for Parent Workshops

The parent coordinator and/or teacher may request the assistance of a professional consultant to help prepare interesting workshops or inservice activities. The teacher might also assign migrant parents to be responsible for developing activities to fit their needs. The following are samples to help you get started.

Christmas Ornament Workshop

Designed as an arts and crafts language experience activity. This workshop usually results in tremendous attendance by parents and children alike.

Games Workshops

This activity involves the parent and child in making educational games stressing skills in reading, language development or mathematics. The game(s) are then taken home for family use.

Helping Your Child Develop Basic Math Skills in the Home

The presenter gives ideas for parents on how to help their child develop math skills by using everyday experiences or resources found in the home.

How to Read Aloud to Your Child

Deals with techniques useful in making oral reading interesting to a child. Includes question-asking techniques to improve a child's listening skills.

Magic Show

Entertaining activity for parents and children alike. Magician uses a lot of language development techniques with youngsters. Good model for parents on how to draw more oral language from their children.

Micro Teaching Demonstration

The Chapter 1 school staff member presents a teaching demonstration using Chapter 1 children. The demonstration may include examples of teaching techniques used in the school's Chapter 1 program, or may involve teaching techniques for parents to use in the home. This may be video taped and shown at a PAC meeting.

Nutrition Workshop

Can have the school nurse or a nutritionist present good nutrition practices for the family. Presentation may include a cooking experience and a recipe book of nutritious foods or meals. Compile a recipe book of different culture and ethnic foods.

Open House During School Hours

Provide an opportunity for the parents to tour the Chapter 1 programs and see them in action. Refreshments and discussion on the program may also be included.

Puppet Making

This is a good make and take activity for parent and child. The puppets can be very basic ones made out of old socks or paper bags, or may be more complicated ones made from foam rubber, wood or papier mache. Reading or Cognitive Language Development **must** be part of this activity.

Preparing Your Child for Kindergarten

Presenter gives good sound ideas on things you can do to help your preschooler prepare for the school experience.

Reading in the Home

Resource person(s) discuss with parents ways in which they can help their children with reading through experiences in the home. May include handouts and demonstrations.

Slide Presentation or Video Cassette Recording of Children's Activities in the School—Chapter 1 Program 1

This type of activity is a very interesting one to parents. All parents enjoy watching their children on "TV"! An added plus to this activity may involve the children in narrating the presentation.

Workshop on Parent-Child Communication

Ideas for parents on how to communicate with their children in a more positive and effective manner. These samples are only a few of many to help migrant parents become a part of the educational process.

4. Sample Materials for Parents

The commercial industry has developed materials to assist educators in preparing parent activities. Your school or some fund raiser may assist you in purchasing some of the following items:

Bienvenidos A La Escuela
Welcome to Our School
Deerfield Migrant Program
c/o Rita Urzykowski
252 Deerfield Road
Deerfield, MI 49238

Booklet containing activities for Spanish culture.

The Bowdoin Method
Websters International Tutoring Systems, Inc.
2416 Hillsboro Road
Nashville, TN 37212

Intertwines both cognitive and affective areas in a program for effective parenting. Kits in Spanish and English.

A Calendar of Home/School Activities
by JoAnne Brosnahan and Barbara Milne
Goodyear Publishing Company, Inc.
Santa Monica, CA 90401

Growing Up Equal
by Jeanne Kohn
Prentice-Hall, Inc.
Englewood Cliffs, NJ 07632

Handbook for Parents
by Betty Logo and Susan Johnson
Ideas and activities to help children succeed in school.
Migrant Education Service Center
700 Church Street, SE
Salem, OR 97310

Hand in Hand in Hand
Polk County Public Schools
P.O. Box 391
Bartow, FL 33830
A handbook for parents, kindergarten through third grade.

Helping Hands
Continental Press, Inc.
127 International Blvd., NW
Atlanta, GA 30303

Help! The Kid Is Bored
by Sharla Feldscher
Quick and easy activities that turn trying moments into happy hours
A & W Publishers, Inc.
95 Madison Avenue
New York, NY 10016

Kits for Kids
How to turn ordinary objects, projects and events into activities and gifts for kids
by Nancy Butterworth and Laura Broad
St. Martin's Press
175 Fifth Avenue
New York, NY 10010 Price: $7.95 Postage: $.75

The Open House
St. Martin's Press, Inc.
174 Fifth Avenue
New York, NY 10010

The Parent Book
by Harold Bessell, Ph. D and Thomas P. Kelly, Jr.
Jalmar Press, Inc.
6501 Elvas Avenue
Sacramento, CA 95819

The Whole Learning Catalog
by Bruce Raskin
Education Today Company, Inc.
530 University Avenue
Palo Alto, CA 97301

Workjobs for Parents
Addison-Wesley Publishing Company
Nine Dunwoody Park, Suite 120
Atlanta, GA 30341
(404) 458-8311

Home Start Idea Book (for Kindergarten)
Early Years Book Services
Box 1266
Darien, CT 06820 Price: $7.45

III. INSTRUCTIONAL UTILIZATION OF MSRTS RECORD

A. Reading

Reading is the key to all other learning. If a child fails here, they fail everywhere. However, the migrant student may encounter more difficulty learning to read because of mobility, native language and other elements unique to their lifestyle. Building a good strong basic background is essential for all students.

1. Utilizing the MSRTS Record

When a migrant student is assigned to a classroom in a new school, the teacher should examine the MSRTS reading skills report to determine:

a. The **reading instructional level**.
b. The **skills under study** in the previous school.

A teacher of reading should **first** look at the MSRTS report and find the student's **reading level** and then **secondly** look at the MSRTS form and find the **skills under study** and **thirdly** go to the **Scope** and **Sequence** of **Reading Skills** to be used. Find the placement of the **skills under study** on the Scope and Sequence and **fourthly** plan the instructional strategy. If the MSRTS record has not arrived, the teacher can access the system directly by using the newly implemented Inquiry Program. The teacher should contact the state migrant director (see telephone number on page 35 of the Utilization Section) to secure the toll free Inquiry number and receive information directly from the Data Base.

READING SKILLS UNDER STUDY

CODE	SUBTOPIC OR SKILL	INSTR LEVEL	SH	DATE REPORTED
56004	READS MULTIPLE DIRECTIONS AND PERFORMS THE TASKS.	06-1	AF	10/04/85
66001	TELLS IN OWN WORDS MEANING OF EXPRESSIONS SUCH AS A "BLANKET OF FOG", "SCREAMING HEADLINES".	06-2	AF	10/04/85
03101	PONGA LAS FORMAS SOBRE UN TABLERO, ROMPECABEZAS DE 2 A 4 PIEZAS.	06	AF	10/11/85
	READS IN : SPANISH			
	PUBLISHER: GINN AND CO - READING 720; MOUNTAINS ARE FOR CLIMBING PP 95-105			04/08/86

CODE		INSTR LEVEL
	READS IN :	PUBLISHER:

1. Spanish and/or English reading skills which are being worked on at the time of reporting.

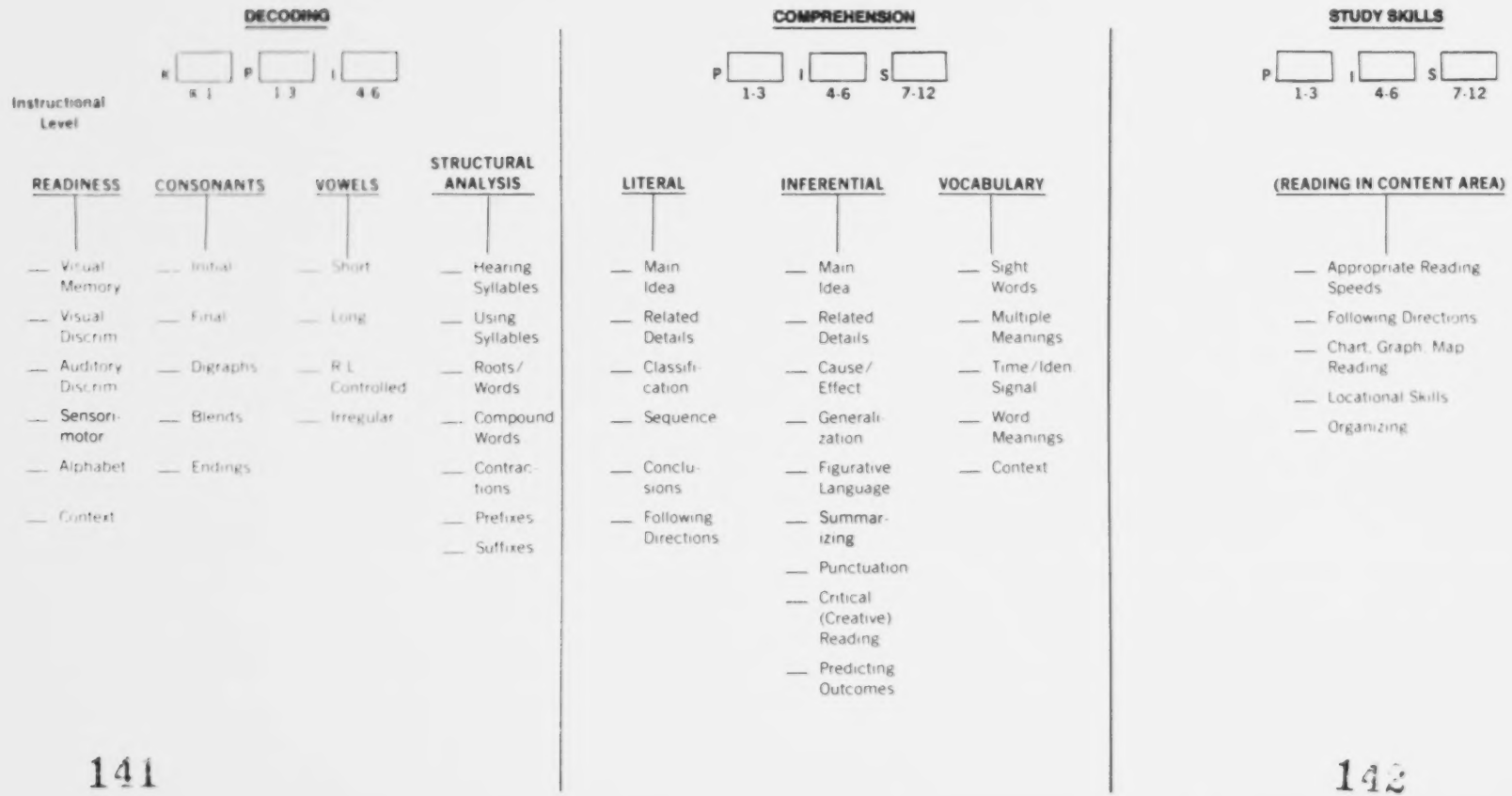
2. The grade level at which the child is working.

Use of this information will provide a smooth transition from the previous school to the present school as the teacher will be able to provide instructions and materials that relate specifically to what was previously studied.

The sample scope and sequence which follows shows a natural progression from left to right by area and category, as well as from top to bottom within a category. Recognizing where the student fits in this sequence, will eliminate wasted time for the teacher in planning instructional strategies.

2. Sample Scope and Sequence of Reading Skills

The teacher should examine the reading section of the MSRTS form and locate the skill under study, then find the placement of that skill on a scope and sequence similar to the one below. Once the **skill under study** is located, the student may follow a left to right progression as well as a top to bottom progression. According to the **reading** level recorded on the MSRTS form, instructional materials are selected to teach the skill based on the student's reading level. Students progress at their own pace maintaining a minimum of (**local prerogative**) % mastery of each skill.



LANGUAGE EXPERIENCE
METHOD OF TEACHING READING

Research indicates that fluency of language seems to be the single most important factor in reading success. The language experience method of teaching reading is taken from the works of Roach Van Allen. This approach to reading instruction integrates the teaching of listening, speaking, reading and writing. Language is communicative, whether it is written or spoken. We use oral language to express our thoughts. We use written language to record our thoughts and give messages to one another. The language experience approach **uses the child's oral language** as content for reading materials.

In the language experience approach the child engages in four related activities centered around reading for meaning:

An experience that stimulates conversation

For example: An experience or activity that involves observing, comparing, constructing, visiting or listening to a story, record or seeing a filmstrip or film. Discussion and questioning follow.

The dictating or writing of a story

For example: A group cooperative story may be written on a large chart or individual dictation may be taken at a table or the student's desk. Several teaching strategies are taking place during the dictation. By repeating each word as it is written, the teacher provides both auditory and visual presentation. The teacher models correct letter formation and left to right orientation. The student is encouraged to watch each word as it is being written.

The format of the story may be sentence, paragraph, sequencing events, outlining, directions or short plays.

Rereading the story

For example: The first day of writing the chart story involves reading and rereading several times. The teacher reads as each dictated word is written on the chart. At least once, the beginning of the story is read before going on to next sentence. When the story is finished, the teacher and the students read the story in its entirety. Each individual may read the sentence which he or she contributed. The teacher may have the student read for a purpose—"Read me the sentence that tells . . ."

"Word Bank"

For example: A very important part of this approach is to help the student acquire sight words that are recognized in isolation. After a group or individual story has been written, a copy should be made for each child. The student selects the words that he or she can read for their "word bank." Word banks can be used for phonic analysis, structural analysis, vocabulary building, classification, sight word study, spelling and story writing.

Other suggestions for working with language experience:

- For the very young, structure stories to be repetitive
  I can . . . I have . . .
  I like . . . I want . . .
- Use follow-up activities such as:
  Circling star words
  Cut sentence strips apart then paste together
  Make individual booklets
  Print vocabulary on one card and definition on another for matching
  Make the story into a cloze story
  Write down one title (main idea) on a card and two distractors (details) then let the children choose the best title
  Illustrate the story
  Make puppets — dramatize
  Write phrases from the story to use as a matching activity
  Find words in the story that fit classification categories or classification by phonics (all the words that begin with. . .)
  Find rhyming words

The language experience approach is not only a technique for improving language fluency, but it also stimulates a curiosity about words and develops knowledge of word, sentence and paragraph meaning.

A SUGGESTED PLAN FOR READING INSTRUCTION

Components OF THE Reading Process

1. State Plan

or

2. Standardized Test

IDENTIFY

Individual Diagnostic Testing

1. Reading Level (San Diego)
2. Pinpoint Specific Skill Weakness for Individual Skill Profile (Decoding Skills)

DIAGNOSE

Instruction based on:

1. Reading Level and
2. Specific Skill Weaknesses

Fill out Skill profile per student with + and — by each skill

INSTRUCT

Selected materials based on

1. Reading Level and Interest Level

2. Plan activities to remediate each — on profile sheet Proceed with teaching strategy from left to right and top to bottom. Decide on % of mastery. Mark profile accordingly.

Threefold Evaluation

1. Yearly-Pre and Post with Standardized
2. Diagnostic-Beginning, Mid-term, Final
3. Daily-Mark Profile Plan for Tommorrow

EVALUATE

THE READING PROCESS

The **Reading Process** typically has four major components: identification, diagnoses, instruction and evaluation. The testing instruments and instruction materials may vary from school to school and state to state, but the PROCESS remains basically the same.

As one approaches the **Reading Process** for the migrant student, the PROCESS could be implemented in the following manner:

IDENTIFICATION — The students would be identified according to the (1) state plan and (2) administering of a standardized test (SRA, California, ITBS, Gates-McGinitie, etc.).

The identification could be done on an individual basis or in situations where there are masses of migrant students, the identification process could be done collectively.

DIAGNOSES — Proper diagnoses must be done on an individual basis using **individual diagnostic instruments.**

Individual diagnostic instruments are used for two purposes: (1) to find an **exact** reading level (RL) and (2) to pinpoint specific skill weaknesses.

To find a child's exact reading level, the most accurate instrument is an Informal Reading Inventory (IRI). This takes anywhere from 45 minutes to one and one-half hours depending upon how high the student is reading. There is a much quicker way of finding a child's reading level (5-10 minutes) but with less accuracy. The alternate instrument is one of the **WORD TEST**. The one with the highest validity as compared to an IRI is the **San Diego Word Card Test**. The San Diego Word Card Test will give you a child's exact reading level in 5 minutes or less with **95% accuracy** as compared to an IRI if the child is reading third grade level or below. The San Diego Word Card Test will give you a child's exact reading level in 5 minutes or less with **90% accuracy** as compared to an IRI if the child is reading above third grade level. Once the child's reading level (RL) is diagnosed, the next test is to administer an instrument that will **pinpoint why** a child is reading, let's say at the second grade level, and sitting in the sixth grade. Many of these diagnostic instruments are **PHONICS TESTS**. They assess a child's reading weaknesses in the decoding area of reading. There are many of these tests: Macmillan Diagnostic, Stanford Diagnostic, University of Georgia Test of Phonic Skills, etc. The evaluator now has (1) the student's exact reading level and (2) identified specific reading weaknesses. These two pieces of data are used for the third component:

INSTRUCTION — Instruction is done based on the child's reading level and skills weaknesses as revealed through the diagnostic testing. **Material** is selected according to the student's reading and interest level. **Activities** are designed at the student's reading level to teach the identified skills weaknesses. As a skill is mastered, the student can move to the next more difficult skill. Skills in reading are quite progressive or spiraling in the decoding area; however, each comprehension and study skill must continue to be taught and refined as a child's reading level goes up and as the weight of the material becomes more difficult. **Decoding skills** are not that way. Once a decoding skill is mastered (ex. bl as in black) it does not change as the weight of the vocabulary becomes more difficult (ex. bl as in blasphemy).

The reading materials used for **Instruction** are many and varied. Two things should be kept in mind in selecting: (1) student's reading and interest level, plus (2) activities to teach the identified **decoding skill** weakness and activities to teach the **comprehension** and **study skills** as the student's reading level progresses and as skills are mastered.

EVALUATION — Evaluation is three-fold:

- Yearly — Post test at end of year with the same standardized test used to initially identify—just a different form. This yields pre and post test data (ex. 4.1 pretest, 5.2 post test = 1.1).
- Diagnostic — Individual diagnostic testing should be done periodically—a minimum of three times per year. This is done for the purpose of adjusting reading materials to meet the student's reading growth and skills mastery.
- Daily — Daily evaluation on the part of the teacher is necessary for planning instructional strategies to meet a child's reading need, especially in remediation, the teacher or tutor cannot plan tomorrow's lesson until the student has an understanding of the reading concepts and skills presented today.

If a teacher or support person is **only** responsible for remediation, the following chart might be helpful in planning for instruction.

COMMON READING PROBLEMS, CAUSES, REMEDIATION, MATERIALS

I. BASIC WORD ATTACH SKILLS

SKILL	POSSIBLE CAUSE	REMEDIATION	MATERIALS
A. RECOGNITION			
1. Gross mispronunciation calls a word anything	Lack of phonetic ability. Lack of experience	Build sight vocabulary. Increase oral langauge. Language experience stories	Puppets. Dolch words. Third Grade Assessment Words. Language Master
2. Minor mispronunciation: mistakes in initials, medial and final position	Failure to recognize letter forms. Careless perception	Test to see if child knows letters. Trace trouble letters. Compare look-alike words. Emphasize initial attack of words	Flash Cards. Manuscript Letters & Numerical Cards. Step Strips. Sand Paper Letter
3. Reversals—inverts letters, words; confuses punctuation signs	Perceptual problem	Trace letters. Matching Card Games. Intensify size, color, shape	Moving Up in Grammar. Punch Through Cards. Old Maid
4. Non pronunciation—fails to attack new words	Wrong word attack method. Not using context clues. Materials may be too hard	Teach sounding new words. Encourage guessing from context, sense of the sentence. Overcome fear of big words	SRA Kits. Light & Learn match word & pictures. Dolch words with pictures
B. VOWELS			
1. Auditory—cannot hear vowel differences	Auditory discrimination problems—use checklist to pinpoint	Teach letter configurations. Vowel rules. Use visual with auditory	Teach new material visually—use material on visual problems check list
2. Visual—cannot see word pattern that make vowel differences	Visual perceptual problem—use check list to pinpoint	Teach letter sounds. Use auditory with visual	Teach new material auditorily—use material on auditory problems check list
3. Combination—knows rules and sounds but can't apply them to new words	Conceptualization	Use word families. Build generalization. Teach only one vowel at a time	Step Strips. Word Family Cards. Short vowel/long vowel worksheets with tapes. Word Families and Fables
C. BLENDING			
1. Cannot put letter sounds together	Unsure of phonic ability	Work on speed. Sing. Review individual sounds	Dolch words with pictures. Light Learn match word pictures. Language Master tape recorder. Apple Tree Games
2. Cannot put syllable sounds together	No phonic training. Relied on sight words. Only phonic training has been on short words	Train in perception of prefixes & suffixes. Teach rules of syllabication. Work on speed of blending	Scrabble & other word building games. Prefix & suffix worksheets
3. Cannot put words together to make a longer word	Lack of confidence. Fear of long words. Only phonic training on short words	Work with compound words. Teach rules of syllabication	Build compound words

II. COMPREHENSION SKILLS

A. **Main Idea**	Lack of practice in this type of assignment. Lack of comprehension. Material that does not lend itself to one central idea	Check on ability to retell what is read. Give practice in finding paragraphs' points. Avoid poorly written material	Reaction cards. SRA Lunchbox Kits. SRA Kits. Supplementary Reading Sets. Frank Schaffer Main Ideas
B. **Follow Directions (written).**	Lack of comprehension. Vocabulary too difficult. Doesn't read in terms of what is to be done. Lack of training	Building meaning vocabulary. Practice repeating what is read. Give practice in telling outline. Use workbooks that require reading directions	Sports Reading Series. Frank Schaffer. Following Directions. Reading for comprehension
C. **Make Inferences (written).**	Too much drill on getting the facts. Lack of training in this kind of assignment. Poor attention span. Poor stock of sight words. Material is too hard	Develop making judgements by continually asking them. Develop discussions. Listen to student's opinions and give them merit. Select material that can be read with ease. Build sight vocabulary	Reading for Comprehension. Sports Reading Series. Frank Schaffer Drawing Conclusions. Open Ended Sequence
D. **Sequencing.**	Lack of practice in this assignment. Poor memory of details. Poor ability in three preceding skills	Begin with familiar stories and pictures. Use examples from experience. Have students make their own examples. Assign stories on their independent reading level with few examples. Move to the complex.	Sequencing kits (pitures of stories). Sequence puzzles. Size sequence cards. Sequence picture cards. I, II & III. Open-end sequence cards. Frank Schaffer Sequence skills (written)

Note: In all remediations you want to build confidence in reading. Positive encouragement, lots of drill and practice in a variety of activities, continuous review, individual adjustments in the amount of material and the rate can help each student feel successful. Developing remediation around a student's interests coupled with successful achievement will further motivate the reluctant reader.

BEST COPY AVAILABLE

3. Suggestions for Instruction

Provide many opportunities for students to read books below their reading level. This is a way they increase speed, fluency, master sight vocabulary and develop expression. Dr. Ira Aaron, University of Georgia, Athens says **there is no way a student can be given too much easy reading**!

a. Be sure to listen to what children mean as well as what they say (voice inflection can be a clue).

b. Give the child time to answer, then don't be too quick to judge the answer. Find out why they answered as they did.

c. Listen to the context of answers to give clues to reasons for confusion.

d. Take time to set the mood when you first meet with your students. Be sure they know what is expected of them and how to succeed.

e. Provide enough work to keep students busy, but do not overwhelm them.

f. Try to use things and examples that are in their world so there will be less of a gap between in school and out.

g. Use more than one mode of presentation - combine visual, auditory, kinesthetic (say the word, write on board, have children write it in the air).

h. Develop multi-level instructional games.

i. Use bulletin boards as learning centers.

j. Color code materials by skill levels, mode of presenting, response required.

k. File pages from workbooks by skill areas for individual, small group use.

l. Use language experience stories in reading.

m. Use effective questioning techniques. Vary the level of question.

n. Use resources from the library and the community.

o. Modify activities to provide differential practice.

p. Utilize peer help (Buddy system; PAL - Pupil Assisted Learning).

q. Build a resource file of materials needed to modify assignments.

r. Brainstorm any category of classification.

s. Use every pupil response techniques (All hold up thumb to answer).

t. Set up an independent reading center comprised mainly of out-of-adoption easy reading books.

4. Sample Reading Activities

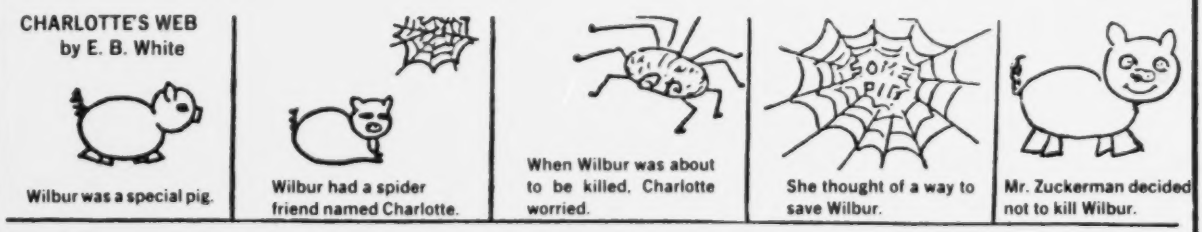
A few sample activities and their sources are found below. When a teacher has located the reading skill under study listed on the MSRTS form, then one way of practicing that skill would be to use activities such as the following:

***CREATE-A-CARTOON**

Purpose: After completing this activity, the student should be able to select, illustrate and put into proper sequence the main events or ideas from a story he has read.

1. Ask students to make a list of between five and ten main events or ideas from a fiction book they have read. Their ideas must be in proper sequence.
2. Supply each student with a long, thin piece of paper. (Adding machine tape works nicely.)
3. The student may divide his paper into the number of squares necessary, using one box to depict each event of his story, sequentially, cartoon-fashion. Encourage students to make these colorful.
4. Each "frame" of the cartoon may be accompanied with a short statement of explanation. The cartoon strip should also contain the title and author of the story.
5. The cartoons may all be pasted into a "Friday Funnies" or other sort of collection for sharing.

Variation: The cartoon "frames" may be mounted on cardboard and cut apart so that students may practice putting them back together in proper order, and with the proper title.


CHARLOTTE'S WEB
by E. B. White
Wilbur was a special pig.
Wilbur had a spider friend named Charlotte.
When Wilbur was about to be killed, Charlotte worried.
SOME PIG
She thought of a way to save Wilbur.
Mr. Zuckerman decided not to kill Wilbur.

Card Shark

Skill # 360

Objective

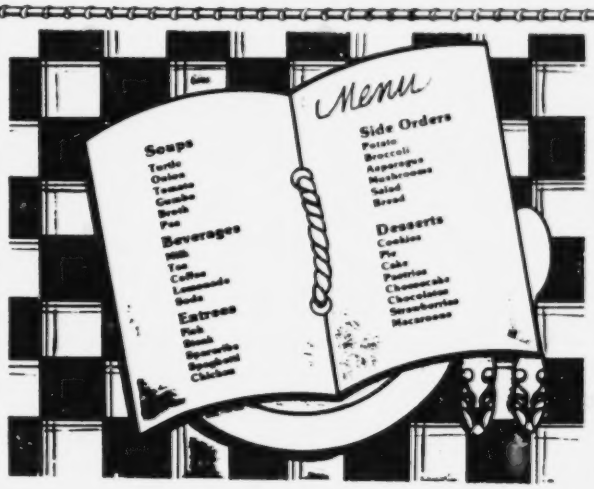
The student will identify root words.

Directions:

The cards are dealt and the activity follows the traditional rules of "Fish." A pair is constituted by two words having the same root word. The student must correctly name the root word to claim the pair.

Follow-up Activities:

1. Using the cards from the activity, play, "Concentration."
2. Utilizing the dictionary, have the student look up each root word and write two additional forms of that word.



Soup To Nuts

Skill # 340

Objective:

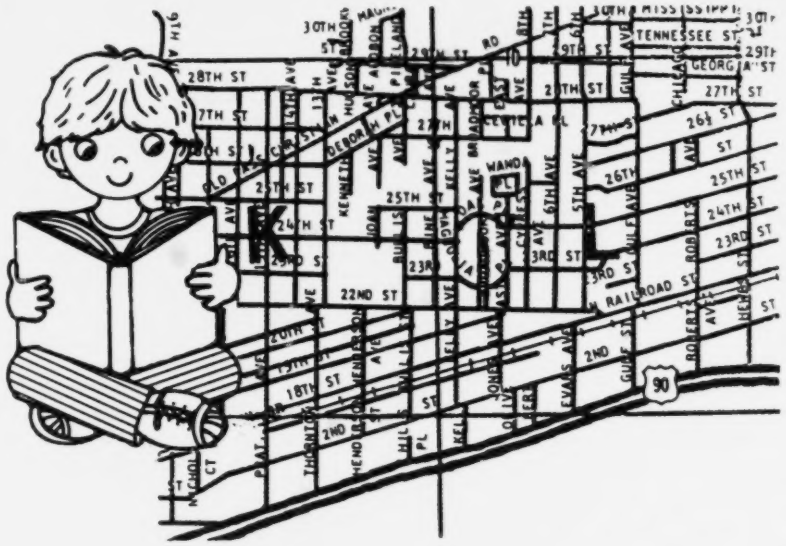
The student will distinguish one, two and three syllable words.

Directions:

The student orders dinner for himself and two friends. Each dinner must consist of something from each category. The first dinner has only one syllable words; second dinner, two syllable words and third dinner, three syllable words. Have him record what he has eaten.

Follow-up Activities:

1. Using a real menu, the student categorizes the items as to one, two or three syllable words.
2. Have the student make a list of local restaurant names and categorize them as one, two or three syllable words.



Random Directions

Skill # 360

Objective:

The student will give directions to a specific location.

Directions:

Provide the student with a street map of the city which has the location of the school marked on it. Have the student choose a name and address from the phone book and have him locate that address on the map. Using the map as a reference, have the student give the group verbal directions from the school to the phone-book address.

Follow-up Activities:

1. In alternating turns, have each student choose a secret location on the map and give oral directions until the location is guessed.
2. Have each student give oral directions from the school to his house.

560 FOLLOWING DIRECTIONS (MSRTS Reading Portion of Record)

True Grid

Skill # 560

Objective:

The student will perform the task as read.

Directions:

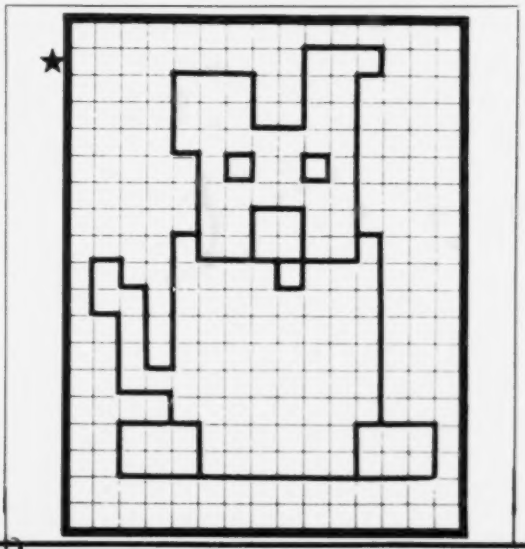
Hand the student a sheet of graph paper. Ask him to follow the directions.

Follow-up Activities:

1. Have the student chart a design.
2. Have the student write the directions for charting his design and give to a friend to try.

Begin at the ★ and follow the coloring instructions for each line.

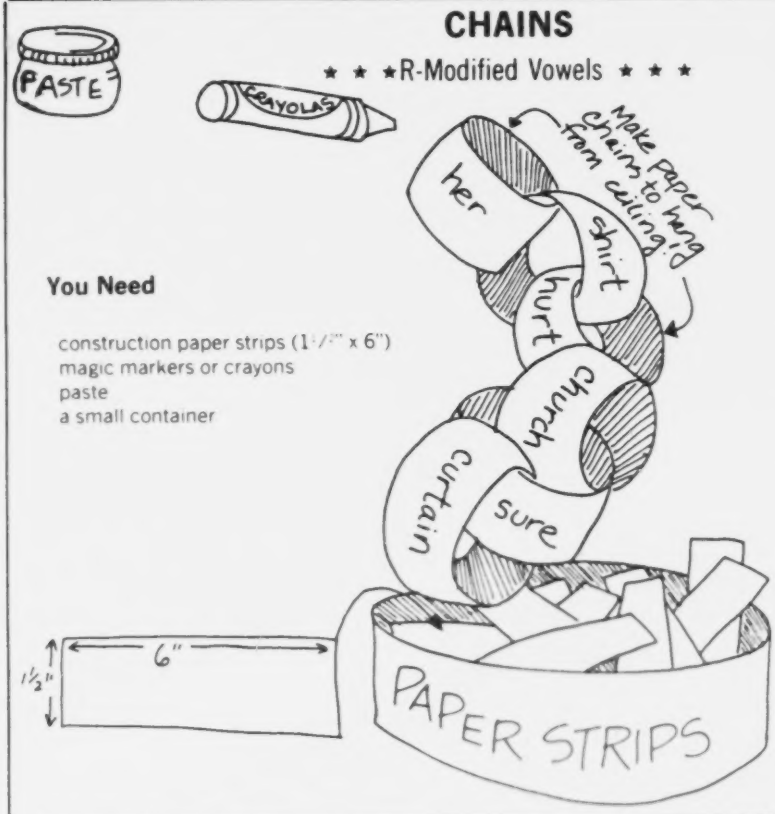
1. **Skip 9 squares, color 3 tan.**
2. **Skip 4, color 3 tan, skip 2, color 2 tan.**
3. **Skip 4, 3 tan, skip 2, 2 tan.**
4. **Skip 4, 7 tan.**
5. **Skip 5, 1 tan, 1 black, 2 tan, 1 black, 1 tan.**
6. **Skip 5, 6 tan.**
7. **Skip 5, 2 tan, 2 black, 2 tan.**
8. **Skip 4, 1 brown, 2 tan, 2 black, 2 tan, 1 brown.**
9. **Skip 1, 1 tan, skip 2, 4 brown, 1 red, 3 brown.**
10. **Skip 1, 2 tan, skip 1, 8 brown.**
11. **Skip 2, 1 brown, skip 1, 8 brown.**
12. **Skip 2, 1 brown, skip 1, 8 brown.**
13. **Skip 2, 10 brown.**
14. **Skip 4, 8 brown.**
15. **Skip 2, 3 tan, 6 brown, 3 tan.**
16. **Skip 2, 3 tan, 6 brown, 3 tan.**



Taken from: **Color Your Classroom**
by
Mississippi Migrant Education

CHAINS

★ ★ ★R-Modified Vowels ★ ★ ★



You Need

construction paper strips (1½" x 6")
magic markers or crayons
paste
a small container

1. Use a different color for each modified vowel. If you plan to reinforce all five vowels, then use five different colors of construction paper.
2. Write examples of r modified words on the construction paper strips.
3. Put these strips into a container.
4. Children sort the strips according to the vowel sounds, say the words and glue to make chains.
5. Hang these from the ceiling!

You could have your children make these chains into necklaces and bracelets as you study each sound, too.

To make it extra hard, don't limit the chains to a single color for each vowel!

Examples:

car	dare	jerk	sir	hire	burn	sure	corn
tar	hare	slipper	fir	sire	church	churn	worn
bar	stare	were	stir	tire	fur	horn	fort
jar	acre	shirt	girl	fire	purple	short	port
star	barn	third	circle	wire	turtle	form	hornet
care	her	bird	birth	hurt	curtain	cork	cord

BALLOON BURST

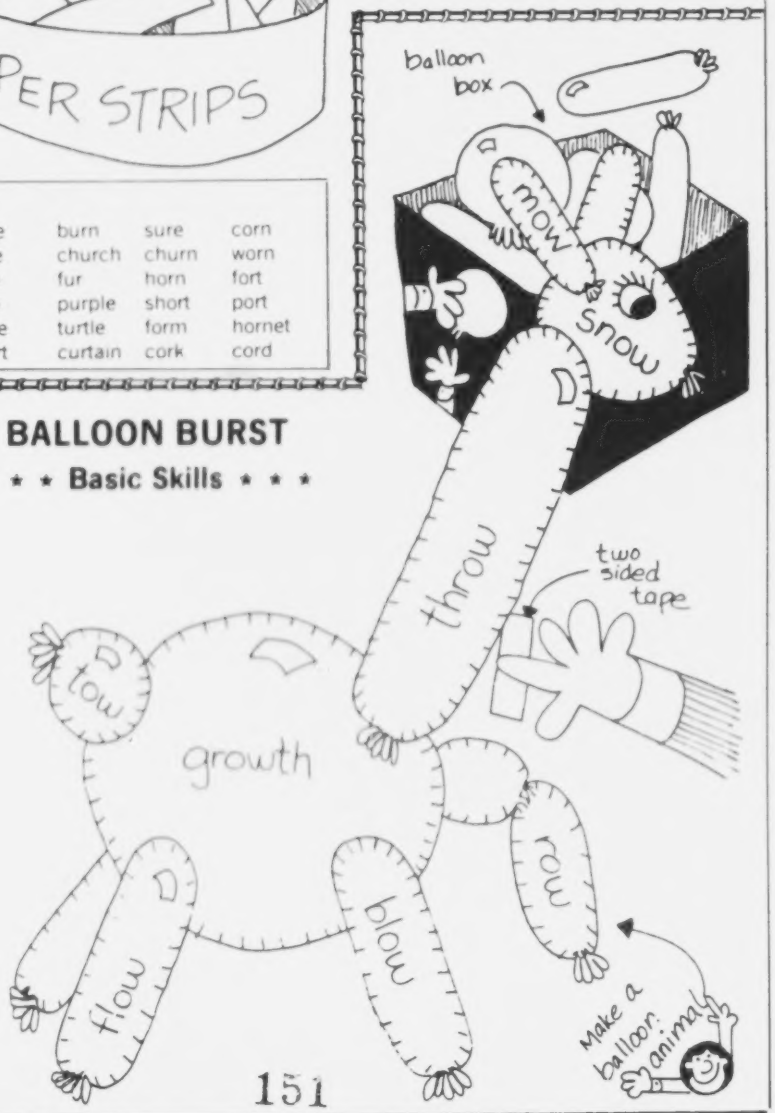
★ ★ ★ **Basic Skills** ★ ★ ★

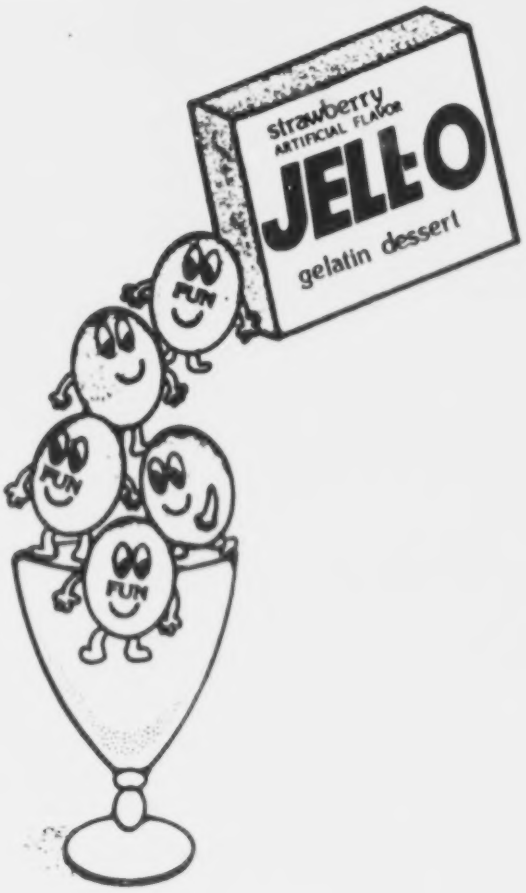
You Need

indelible magic markers
assorted colors of balloons
two-way tape
a big box

1. Inflate the balloons. Be careful not to inflate them too full or they will burst more easily.
2. Decide on a skill — vowel sounds, ow sounds, hard or soft c and g, etc.
3. Write words on the balloons using the indelible markers.
4. Store the balloons in the BIG box.
5. Children find balloons with matching sounds, rhyming words, etc. (depending on the skill you choose). Then, they create a balloon pyramid or sculpture using the two-way tape to stick the balloons together. When finished, ask each child to "read" his creations.

Taken From: **Up The Reading Ladder**





Let's Make Some Fun

Skill # 360

Objective:

The student will tell how to make something.

Directions:

Provide the students with a package of JELL-O and the utensils for making it. Have one student read the directions from the box while another student prepares the JELL-O. As part of the fun, let the students eat the JELL-O.

Follow-up Activities:

1. Have each student bring one ingredient for making pizza. One student should be in charge of giving directions while the others should assemble the ingredients. All may share and enjoy the finished product.
2. Have each student prepare and present a demonstration on the procedure for making a simple object, such as a paper airplane.

Activity Taken From: **Color Your Classroom III On Oral Language**
Mississippi Migrant Education.

READING AND THINKING

(Secondary)

It has become increasingly evident that the ability to think effectively is essential. Clear and critical thinking begins with an understanding of processes. From an understanding of processes students must learn to form strategies for the completion of tasks.

Educators have come to realize that reading is thinking and students who are not able to think effectively cannot read effectively. Suggestions for intervention strategies for reading and thinking include:

INTERVENTION STRATEGIES SERIES MAPPING

WORD CATEGORIZING
(Frayer Model)

Description

The Frayer model is a word categorizing activity to teach for mastery of word concepts and is based on building bridges from the new to the known. It deals with several levels of learning advocating supra-ordinate, coordinate and subordinate aspects of concepts.

The levels of learning involved are:

1. Sorting out relevant features;
2. Identifying object, event or set of circumstances from various perspectives.
3. Classifying more than one example.
4. Formal level must be able to label the concept, list defining attributes, classify examples and nonexamples and list reasons for including or excluding examples based on the defining attributes.

Discovery learning is a part of using the Frayer model as it provides students with varied ways of thinking about the meanings of words. This strategy helps show how new concepts relate to other concepts. Discussing what a word does not represent enhances vocabulary development.

Procedure

The teacher completes steps 1 and 2 before instruction.

1. Develop the target concept into a hierarchy, depicting supraordinate, coordinate and subordinate concepts. You will use this information in step 4.
2. Define the concept so that you will be sure of the relevant attributes. For example, Mammal—any vertebrate . . . that feeds its young with milk from the female mammary glands, has the body more or less covered with hair, and that with the exception of the monotremes, brings forth living young rather than eggs.
3. Tell the students what the name of the concept is that you're going to teach and ask them to contribute any examples that they may have. This can be accomplished by having students break into small groups of no more than five and making a list. After a specified period of time, usually no more than 5 to 10 minutes, ask for the longest list. While the other groups listen, a representative of the group dictates the list as you write it on the board or overhead. Begin organizing the examples into categories. Other groups are then invited to add to, or challenge, the examples of their peers. Nonexamples are usually examples under coordinate concepts, that is, if students give the name of birds as mammals, write those examples under the slot that will be later labeled as birds, a coordinate concept of mammal.
4. Finish constructing the hierarchy using the data from step 1, explaining why you are placing the terms where you are.
5. Guide the students in discovering what characteristics are common to all examples. These will be the relevant attributes. This is the part of the lesson where you can clear up any misconceptions. For example, if the student's examples of elected officials of a democratic society are all men, the students may conclude that "maleness" is a relevant attribute.
6. Next, guide the students in finding the difference among the concept examples. These differences are the irrelevant attributes. For example, mammals differ in their habitat, height, weight, hair, etc.
7. When you feel that the students understand the concept, supply them with examples and non-examples not previously discussed. These could be the concepts that will be encountered in the reading assignment. If the students can discriminate and generalize to the new, you can feel confident that they understand the concept.

ANALOGIES
(Secondary Level)

An analogy can be one of the toughest types of verbal questions we can ask a student to answer. The difficulty lies in the fact that **ALL** of the thinking skills in our model must come into play. Meaning, connotation and word usage are insufficient for analyzing many of the more complex analogies. We must look for classes, structure, sequence and function to give us clues.

There are many types of analogies, but listed below are some of the more common "relating factors" which can be used in developing activities for classroom use which require that students use the thinking skill of "Seeing Analogies."

1. **PART-WHOLE**
   leg is to man
   France is to Europe
   wheel is to car

2. **THING-QUALITY**
   skunk is to bad smell
   cold is to ice
   elephant is to large

3. **ACTION-OBJECT**
   write is to pen
   cork is to plug up
   soap is to clean

4. **ACTION-AGENT**
   perform is to actor
   reign is to monarch
   record is to tape recorder

5. **CAUSE-EFFECT**
   fire is to burn
   hit is to break
   switch on is to operate

6. **SEQUENCE**
   dusk is to night
   planting is to harvest
   birth is to death

7. **THING-CLASS**
   box is to container
   sparrow is to bird
   vehicle is to truck

8. **MEASURE-WHAT IS MEASURED**
   pint is to liquid
   meter is to distance
   decibel is to sound

9. **MEASUREMENT-OBJECT MEASURED**
   pint is to juice
   meter is to cloth
   decibel is to radio speaker

10. **GROUP-MEMBER**
    army is to sergeant
    team is to player
    agitated is to angry

11. **ITEMS IN SAME CLASS**
    truck is to car (vehicles)
    crow is to robin (birds)
    boxer is to runner (athletes)

12. **FEATURES IN COMMON**
    match is to lightbulb (both give off light)
    clock is to car (both have gears)
    bottle is to lens (both made of glass)

13. **HIERARCHIES**
    general to private
    parent to child
    president to secretary

14. **TOOLS TO MATERIAL**
    saw is to wood
    hammer is to nail
    sewing machine is to cloth

15. **SYNONYM-SIMILARITY**
    richness is to wealth
    swiftness is to speed
    dishonest is to unethical

16. **ANTONYM-OPPOSITE**
    strong is to weak
    black is to white
    stop is to go

17. **WORKER-OBJECT CREATED**
    carpenter is to cabinet
    farmer is to crop
    engineer is to circuit

18. **PURPOSE**
    glove is to baseball
    hook is to fish
    telephone is to communicate

19. **STAGE-OPERATION**
    take-off is to flight
    dialing is to phoning
    testing is to grading

20. **DEGREE**
    cool is to cold
    warm is to hot
    agitated is to angry

NOTE-TAKING
The Cornell System for Taking Notes

The First Step: Preparing the System

1. Use a large, loose-leaf notebook. The loose-leaf feature enables you to insert mimeographed "hand-outs" and assignment sheets in topical or chronological order.
2. Take notes on one side of the page only. Later, while studying, it is a great help to spread out the pages to see the pattern of a lecture or chapter.
3. The key to the system is to draw a vertical line about two and one-half inches from the left edge of each sheet. This is the recall column. Notes will be written to the left of the line.
4. Before each new class, take a few minutes to look over the notes on yesterday's class, so that you can connect them with the lecture you are about to hear.

The Second Step: During the Lecture

1. Record your notes in simple paragraph form.
2. Skip lines to show the end of one idea and the start of another.
3. Using abbreviations will give you extra time to listen and to write. Avoid, however, using too many abbreviations or you might have trouble deciphering weeks or months later.
4. Write legibly. You can if you discipline yourself. Later, when you review, legible handwriting will let you concentrate on ideas and facts rather than on figuring out your scribblings. Doing your notes right the first time also saves time in rewriting or typing them — this is not a form of review; it is a mechanical process that wastes your time.

The Third Step: After the Lecture

1. Consolidate your notes during your first free time after class.
   - — Read through your notes
   - — Make any scribbles more legible
   - — Fill in spaces purposely left blank
   - — Emerge with an overview of the lecture
   - — Underline or box in the words containing the main ideas
2. Using the recall column on the left side of the page, jot in key words and key phrases that will stand as cues for the ideas and facts on the right. (In making these jottings, you will have reread all the lecturer's ideas, rethought them in your own words and reflected on them as you tried to think of a brief summarizing phrase or key word.) In doing so, you will have organized and structured the lecture both in your notebook, and more importantly, in your mind.
3. Now cover up the right side of the sheet, exposing only the jottings in the recall column. Using the jottings as cues to help you recall, RECITE aloud the facts and ideas of the lecture as fully as you can in your own words and with as much appreciation of the meaning as you can. Then uncover the notes and verify what you have said. **This procedure of reciting is the most powerful learning technique known to psychologists.**

5. Sample Reading Materials

Adapting the Basal to Meeting the Needs of Students with Limited English Proficiency
Interface Consultants, Inc.
7080 S.W. Fir Loop, Suite 200
Portland, OR 97223

AIMS—Comprehension Kit A, grade 1, 2 and remedial
and Comprehension Kit B, grade 2, 3 and remedial
The Continental Press, Inc.
Elizabeth, PA 17022
An instructional manipulative series that can be adapted to the needs of different types of learners. The learning folders are designed to help children develop comprehension skills.

Barnell Loft Series
"Specific Skills", "Supportive Skills", "Multiple Skills"
Barnell Loft Company
Baldwin, New York 10017

Bill Martin's Instant Readers
Holt, Rinehart and Winston
383 Madison Avenue
New York, NY 10017

Bill Martin's Sound of Language Readers
Holt, Rinehart and Winston
383 Madison Avenue
New York, NY 10017
Collections of articles, stories and poems that help children hear the sound patterns of the sentences they read. Dynamic illustrations and typography that emphasize the rhythms of words and phrases. A teacher's guide of practical suggestions.
Students $14.22 — $16.95, Teachers $196.05

Bowman Primary Reading Series
Bowman Publishing Corp.
622 Rodier Drive
Glendale, CA 91201
Supplement to all basic reading series. Books are developed with a universally basic vocabulary.

Cassette Activity Books, $9.95
Workbook Factory
Division of Media Materials
Department 850598
320 West 29th Street
Baltimore, MD 21211-2909
Controlled vocabulary, clear directions and examples make these a valuable tool to supplement any program. These have been developed for many skills using situations relevant to students day to day experiences.

Color Your Classroom (Free)
(Blue Book)
Mississippi Materials and Resource Center
Migrant Education
Gulfport, MS 39501
A Reading Curriculum Guide, developed in correlation with the numerical coding of the MSRTS Reading Skills List.

Good Apple
Box 299, Carthage, IL 62321
Newspaper with innovative ideas for activities in reading.
Published Quarterly

Hammond Reading Skill Series, $1.85 (each title)
515 Valley Street
Maplewood, NJ 07040
Inexpensive, non-consumable soft cover test for reading skills.

Langauge Experiences in Reading Level 1
by Roach Van Allen (big kit)
EBE
Encyclopedia Britannica Educational Corporation
Includes 72 four-page reading selections. Each reading experience is a four-page reading selection. There are 12 selections for each of the six units. Includes teacher's guides, resource cards, six filmstrips, 14 records, ditto sheet resource book and student activity book.

Mail Box
Education Center
1411 Mill Street
Post Office Box 9753
Greensboro, NC 27429
Activity magazine with reproducible pages and many innovative ideas.

The Reading Fox
By Julia Federson
Educational Insights, Inc.
211 South Hendry Avenue
Inglewood, CA 90301
Copy, 1972
A source of a variety of supplementary aids, ideas and techniques for your reading programs. (Small file box with cards), (150 reading games and activities). Includes a continuum of reading skills to be copied for each student.

Read On
Educational Insights, Inc.
Carson, CA 90801
One hundred individualized reading projects and exercises for intermediate grade interests.

Reading Reinforcement Skilltext Series
MERRILL
Charles E. Merrill Publishing Co.
1300 Alum Creek Drive
P.O. Box 508
Columbia, OH 43216
Develops the reading skills students need while a light load of skills per lesson gives pupils confidence. Inexpensive ditto books available by grade level.

Teaching Reading Comprehension
David Pearson and Dale Johnson (1978)
Holt, Rinehart and Winston, $16.76
Features numerous examples of teaching activities for a variety of content areas and grade levels. Provides the latest information processing theory background and their practical implications for teaching reading.

Teaching Reading to Non-English Speakers
Eleanor Wall Thonis
New York: Xollier Maximillian International, 1980
Language experience format.

Teaching Reading Vocabulary
David Pearson and Dale Johnson
Holt, Rinehart and Winston
Provides theoretical and practical bases for helping students develop vocabulary skills as well as providing activities.

Up the Reading Ladder
Frank Lepsin and Lynn Morasco
Trellis Books, Inc.
Dansville, NY 14437
Activity based ideas for teaching reading in the primary grades.

Zanner Bloser Reading Kits, grades 1, 2 and 3, $39.95
Visual, Auditory and Kinesthetic Teacher Edition
w/o Kit $19.95
612 North Park Street
Columbia, OH 43215

6. Teaching Reading to the Limited English Speaking Student

What does a regular classroom teacher do when a non-English speaking (NES)/Limited English Proficient (LEP) student enrolls in the class? Often it seems, the door slams shut for both the teacher and the student. This section holds the key that will unlock that door! But to be successful, it is important to remember to maintain the **order** of the process for language learning: **understanding, speaking reading** and **writing**. An effort should be made to insure that the students learn to read and write words they are able to orally produce and understand.

Techniques already being used in the classroom are readily adaptable to LEP instruction. The following suggestions will assist the classroom teacher to better understand the methods used in LEP instruction.

I. TEACHING READING TO NES/LEP MIGRANT CHILDREN IN YOUR SCHOOL

Should teachers teach English reading to a non-English migrant student the same way they teach it to our native English speakers? NO!!!... BECAUSE...

A. ESL students are not per se babies, starting out with limited verbal capabilities and experiences. They are older. They have broad experiences and extensive vocabularies, even though they are in another language.

B. ESL students have already used their native language for a variety of purposes: (1) to get what they want, (2) to increase their knowledge and (3) to express themselves. They know the usefulness of language, its limits and its challenges.

C. ESL students have already learned one system of language: (1) its grammar, (2) vocabulary and (3) sounds. The second time around may be easier.

D. English may not be as important to ESL migrant students as it might seem to us. Their **first language** is their most **important language.** While learning a second language (English), they are still using the first language extensively with family and friends.

E. ESL migrant students have an additional advantage if they can already read in their native language. If so, they already know what reading is all about. They will be able to transfer much of this knowledge to the new language.

II. EVALUATE YOUR MIGRANT STUDENT'S READING SKILLS

Are they LEARNING TO READ or READING TO LEARN? There's a big difference! Do not review learning-to-read skills if the student is already reading for meaning. In doing so, you might waste teaching time and cause students to lose their interest and turn against reading. **Test for comprehension first in English or Spanish.**

A. READING TO LEARN

Do students recognize ideas from printed words and sentences? This is what reading is all about.

Do students recognize ideas in English? If not, how about in the native language? A student will catch on to the idea of reading much faster if the first learning is in the native language. The basic skills of reading may transfer rapidly from one language to another.

B. LEARNING TO READ

In the beginning stages, be sure all materials are already familiar to the student in oral form.

The ESL migrant student is often lost in reading programs which capitalize on what is most familiar to English speakers, such as the home and family. Since another language is spoken at home, Limited English Speakers (LES) have no need for words such as "mother, cup, kitchen, etc." in English.

Cultural differences should be explained in advance. The child who comes from a culture in which dogs are not allowed in the home will have difficulty comprehending a story about a boy feeding his dog in the kitchen.

Make sure the students have mastered the sounds represented in the reading selection before seeing the words: otherwise, they will pronounce them the way they would be pronounced in the native language.

Does the student use the words in the reading selection and understand their meaning? The native speaker has an extensive vocabulary. The ESL migrant student may arrive with 100 words or 1,000. That is very little compared to the 15,000 words the average native speaking kindergarten child has in his vocabulary when entering school.

III. TEACHER AWARENESS OF CULTURAL DIFFERENCES

A. Family and Home — Many library books featuring family events do not play the same role for ESL students. Since they speak another language at home, they have much less need for the words which are most familiar to English speaking children.

B. Name — Pronunciation and spelling of English names are foreign to the migrant LEP child. They are difficult to remember whether the child hears them or sees them on paper.

C. Food — At home, the children will use words from the native language for mealtime conversation. Even in school there is not much opportunity for talking about food. Usually the noontime tray is handed over with no choice.

D. Holidays — Their holidays may be different from ours. They may not be celebrating our holidays for awhile. Remember too, that holiday vocabulary is specialized and is used only once a year.

E. Music — Music is a universal language.

F. Body Language — (Non-verbal Communication)

I. TEACHING READING TO NES/LEP MIGRANT STUDENTS GRADES 7-12 ILLITERATE IN THEIR OWN LANGUAGE

A significant number of migrant students enter regular classrooms without any reading skills at all. Older migrant students and illiterate adults not only have to learn to speak English; they also have to develop fundamental literacy skills in order to read English even at the most basic level. Such students present special problems to the classroom teacher.

Learning to read is a complex task, and it takes time to develop literacy skills. Some are physiological, such as learning to make coordinated eye movements across a line of print. But the central one is cognitive, learning to associate abstract symbols with the concrete sounds of the spoken language and the meanings they represent. In order to read any written language, a person must master basic skills, no matter what the writing system may be.

II. THE ILLITERATE MIGRANT STUDENT HAS TWO MAJOR PROBLEMS

A. To learn English

B. To learn how to read

These problems should not be confused. It is quite possible to teach conversational English without using written materials at all. Moreover, trying to teach the student to become literate in English at the same time he is learning to speak English will have the effect of setting two hurdles before him/her. Progress is likely to be slow, and the student may be easily discouraged. The problem might best be dealt with separately. As with the pre-literate kindergartener or first-grader; reading might be delayed until the student has a good understanding of the sound system of English and a basic vocabulary. Then, the sight words and language experience methods may be initiated. An alternative approach is to teach the migrant student to read in the native language first. Sometimes important literacy skills can be taught in only a few weeks and applied to English later.

III. *SKILLS THAT MAY TRANSFER IF STUDENTS ARE LITERATE IN THEIR OWN LANGUAGE

A. Comprehension
   1. Getting the main idea
   2. Getting important details
   3. Developing visual images
   4. Predicting outcomes
   5. Drawing conclusions
   6. Sequencing

B. Following Directions

C. Study Skills

D. Picture Clues

E. Mechanical Writing Skills

F. Literary Skills

*Lifted from **Cultural Awareness Manual**, Migrant Education of Oregon

ESL INSTRUCTIONAL AREAS

What follows is a list of general areas of instruction which could form the basis for ESL instruction. The vocabulary items listed name categories which can be expanded upon to meet the students' needs. For example, the category of "people/family" might include the following: father, mother, sister, brother, boy, girl, man, woman.

These areas are listed in a recommended sequence of introduction. Also sequenced are the grammatic structures which in actual practice should be combined with the vocabulary in each teaching.

I. VOCABULARY

Nouns

school/items in classroom
colors
body parts/major
numbers/1-20
survival information/ (name-phone-address-school)
people/school
animals/pets
alphabet
people/relatives
animals/farm
toys-games-sports
food/meals
food/fruits
food/meats-desserts-other
people/occupation
clothing
shapes
transportation
time
calendar/days of week
calendar/months of year
animals/zoo
numbers/ordinal
calendar/seasons-holidays
house/parts
body parts/detail
numbers/100—
money
house/household items
tools

II. VOCABULARY SKILLS

Descriptive Words

prepositions/spatial concepts
preposition/directions
commands/following directions
feelings
size
opposites
comparatives
superlatives
adjectives/general

III. GRAMMATIC STRUCTURES

Regular Plurals

yes/no responses — (Are you a boy? yes/no)

positive statements — (This is a **ball**.)

pronouns/subject — (he, she, they, it . . .)

present progressive tense — (The boy is **jumping**.)

present progressive questions— (What is **doing**? He is **eating**.)

negative statements — (Is grass blue? **No**, grass is **not** blue.)

(conjunctions)
(habitual present tense)—(She **eats** the lunch.)

contractions/present — (I'm he's . . .)

possessives — John's, Sue's . . .)

irregular plurals
future tense—(We **will go** to school.)

future/contractions — (she'll, they'll, won't . . .)

pronouns/possessives — (his, hers, . . .)

past-tense/regular — (He **jumped** yesterday.)

past questions—(Did she play ball? Yes, she played ball)

past irregular — (run/ran, eat/ate . . .)

past contractions — (didn't, he'd)

pronoun/object
conditional — (should, could . . .)

perfect tenses

RECOMMENDED DO'S FOR TEACHING READING TO THE LEP STUDENT

1. Do encourage the child to read in the native language before starting to read in English. Sometimes a six-week start is all that is needed in the native language.
2. Do emphasize letter-SOUND relationships instead of letter-NAME relationships.
3. Do encourage peer teaching. Place the child in a class with English speaking students who will be able to help him in a peer teaching situation.
4. Do give the ESL migrant student ample opportunity to read long articles and books instead of just short passages requiring concentrated study. Choose material for enjoyment, or better yet, let the pupil choose it.
5. Do start reading structures and vocabulary already encountered orally. Move into phrase-and-sentence-reading rapidly. Much later, introduce new words into the reading passages.
6. Do use whole phrases and sentences—not individual words.
7. Do provide more than the usual exposure to native English speech. Listening is important because the child imitates what has been heard. Make daily use of records and story-telling.
8. Do remember that what determines the difficulty of a passage is not mainly vocabulary but complexity of structure, thought and concept.
9. Do encourage the student to choose reading material similar to what will be needed in other subject area courses.
10. Do make up your own practice items for reading; most commercially prepared ones are geared to native English speakers who have a different and more extensive vocabulary. As the student progresses, begin to move into less structurally controlled passages. Use visual aides as much as possible whenever new vocabulary is encountered. Keep in mind a well-researched truth, "I remember longest, that which I SEE."

RECOMMENDED DON'TS FOR TEACHING READING TO LEP STUDENT

1. Don't teach individual words out of context or use flashcards—not even for prepositions, adverbs or any other single words. The native speaker relates these to a meaningful situation, but the limited English speaker is oftentimes not able to do so.
2. Don't dwell on a phonics approach to reading. Let the ESL migrant student practice whole sentences useful for everyday life. Phrases that can be used with other children will interest the ESL migrant student because of the need for them. Start with sentences; then go to individual words for phonic contrasts.
3. Don't isolate sounds from the words.
4. Don't worry about teaching the alphabet; it will not help in teaching reading. The classroom teacher might require it for alphabetizing skills, but not for reading.
5. Don't ask a student to read aloud for purposes of testing comprehension. The danger is that a student may become a word caller and will not concentrate on meaning. ESL migrant students, who are forced to read aloud, worry about pronunciation and what other classmates' reactions will be to pronunciation. A student who is self-conscious about pronunciation will not think about the meaning.
6. Don't automatically place the student in a low ability group. Good readers can provide better models, stimulation and help for the ESL migrant student.
7. Don't introduce ESL migrant students to words they have not used orally. The most effective teaching technique is: "Go From the Known to the Unknown."
8. Don't start with traditional beginning reading books written for native speakers of the language. The vocabulary and structure is too broad for non-English speakers (NES).
9. Don't rely solely on word recognition tests (WRAT) for placement in reading levels. Pronunciation problems for non-native English speakers will interfere with results. Correct pronunciation does not necessarily mean comprehension, especially for non-native English speakers.

SAMPLE IDEAS FOR TEACHING THE LEP STUDENT

The following activities are suggested for the regular classroom. Teachers are encouraged to choose whichever ones seem most appropriate for the Limited English Proficiency (LEP) student in their classroom.

1. In teaching vocabulary, use songs and games whenever possible and appropriate. ("The Alphabet Song," "Simon Says," "Chutes and Ladders").
2. Have the student start a picture dictionary or index card file using magazine, newspaper and catalog pictures as well as the student's own drawings. As dictionary grows and the student becomes more skilled in reading and writing English he can: label the pictures with words and then descriptive sentences, alphabetize all labels individually or by subject, classify objects pictured by size, color, shape, use availability, etc.: create main categories and subdivisions within them (e.g., good—likes, dislikes, groups, common in U.S., common in native country, cooked, raw, served at what meal, source, etc.), use this picture resource as a base for vocabulary and sentence building exercises.
3. Have the student name anything and everything—when able, write labels—use as flash cards.
4. Pantomime is a universal language. Set aside regular time when whole class communicates on an even footing.
5. Listening practice is important. Read aloud to students prose, poetry and rhymes. Use colorfully illustrated books, records and tapes (Dr. Seuss, folk tales, myths, fables).
6. Have student trace outline of a friend on large sheet of paper. Orally or in writing name the various body parts. Clothing can be colored in and labeled.
7. Use a calendar to teach days of the week, months, numbers, seasons and holidays. The calendar can be used to introduce the past, future tense and place (e.g., "Monday is after Tuesday.", "The five is above the twelve."). Ask questions in sentences and expect answers in sentences.
8. Label objects in the classroom in both English and student's native language. Use sentence labels—"This is a clock."
9. Provide student with opportunity to teach the class portions of his native language. He could start with numbers, alphabet and body parts and graduate to sentences and songs.
10. After student has developed a basic listening/speaking vocabulary, is beginning to recognize words by sight, and has heard and can form the sounds of English as well as recognize their written form, he may be started in a basal reader. Find one that is interesting and a challenge. Teach new vocabulary before he encounters it in context. Remember that the older student is already a proficient reader and needs to translate the process into English.
11. Introduce student to school staff and tour building. Follow-up tour by having student make a detailed map of building labeling rooms by name, use and including their contents. A younger student might start by mapping the classroom while an older student would go on to drawing maps of the community and to reading maps of city and state.
12. Ask the student to draw a family picture or bring photo to class. Use it to teach names of family relationships (father, son, sister, brother), pronouns and as a basis for discussing life roles.
13. Use easy crossword puzzles and word finds to introduce and reinforce vocabulary.
14. Use commercial programs the student can use independently. (Exmaple: **Bill Martin's Instant Readers, Systems 80, Tutorette Language Master, PAL Language System,** etc.).
15. Have student keep a journal in his own language (like a diary) include things that he has learned in English. The purpose is self-expression and should not be graded. To show student you are keeping track of his work, you may want to check and date it periodically.
16. Teach student the alphabet and beginning sounds. A suggestion is to have student make a booklet and put a letter on each page. The student should then record words as he learns them, on the correct page and perhaps draw a picture. The student can be instructed to record all vocabulary cards in the booklet as he learns them.
17. Use peer tutors to work with students. A student who can handle being excused from routine assignments or an older student will benefit from "teaching" this student.

Adapted from English As a Second Language Survival Kit

SAMPLE ESL COMMERCIAL MATERIALS

The sample of ESL material listed below is not meant to be an exhaustive list of resources, but one which will provide a starting point for the beginning teacher or will perhaps provide a fresh approach for the experienced instructor.

Back and Forth: Pair Activities for Language Development
Exercises which provide stimulating interchanges designed to help intermediate ESL students improve their listening and speaking skills.
Palmer, Adnon S. and Theodore A. Rodgers with
Judy Winn-Bell Olsen
Alemany Press
2501 Industrial Parkway, West, Dept. R B 34 ACT
Hayward, CA 94545

Communication Starters and Other Activities for the ESL Classroom
Collection of language acquisition activities designed expressively for ESL teachers.
Winn-Bell Olsen, Judy
Alemany Press
2501 Industrial Parkway, West, Dept. R B 34 ACT
Hayward, CA 94545

ESL SOURCE BOOK:
A Selected Bibliography For Second Language Teachers
Edited by: Patrick J. Le Certua, Carolyn M. Reeves, Keith Groff-1986
State of Idaho Department of Education

Everyday English Books 1-5
Designed for adult and young adult students at a beginning survival level
National Textbook Company
4255 West Touhy Avenue
Lincolnwood, IL 60464-1975

Learning Another Language Through Action;
The Complete Teacher's Guidebook
Provides information and guidelines for applying the TPR in day to day classroom instruction. Beginning at intermediate level
Asher, James J.
Sky Oaks Productions
19544 Sky Oaks Way
Los Gatos, CA 95030

Look Again Pictures: For Language Development and Life Skills
Innovative resource book that uses lifeskills themes to develop English and language skills. High school/adult ESL students.
Winn-Bell Olsen, Judy
Alemany Press
2501 Industrial Parkway, West, Dept. R B 34 ACT
Hayward, CA 94545 $12.95

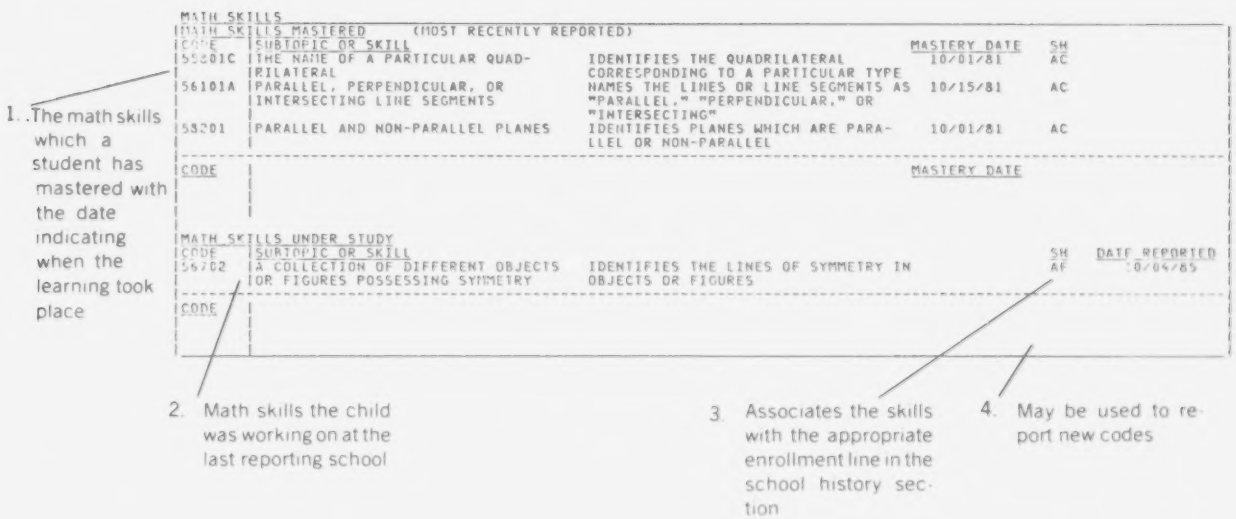
More ESL/LEP oriented materials and activities are listed under the Oral Language Section of this guide.

B. Mathematics

For students attending the same school day after day, a natural progression of math skills is easily followed. However, for transitory migrant students, this progress is continually interrupted by their changing schools, teachers and textbooks. It is possible that one skill, borrowing, for example, is never completely taught or understood. Although many migrant students are very successful in certain areas of math, it is important to assess these very basic skills and concepts to make sure a complete progression has been acquired. These basics are a very important key to the future success of the migrant student, in and/or out of school.

1. Utilizing the MSRTS Record

To insure continuity of progress, the teacher will receive, as part of the MSRTS record, the **last three reported mastered** math skills, as well as the **last three skills** on which the **student was working**.



MATH SKILLS

MATH SKILLS MASTERED (MOST RECENTLY REPORTED)

CODE	SUBTOPIC OR SKILL		MASTERY DATE	SH
55201C	THE NAME OF A PARTICULAR QUADRILATERAL	IDENTIFIES THE QUADRILATERAL CORRESPONDING TO A PARTICULAR TYPE	10/01/81	AC
56101A	PARALLEL, PERPENDICULAR, OR INTERSECTING LINE SEGMENTS	NAMES THE LINES OR LINE SEGMENTS AS "PARALLEL," "PERPENDICULAR," OR "INTERSECTING"	10/15/81	AC
58201	PARALLEL AND NON-PARALLEL PLANES	IDENTIFIES PLANES WHICH ARE PARALLEL OR NON-PARALLEL	10/01/81	AC

CODE		MASTERY DATE

MATH SKILLS UNDER STUDY

CODE	SUBTOPIC OR SKILL		SH	DATE REPORTED
56702	A COLLECTION OF DIFFERENT OBJECTS OR FIGURES POSSESSING SYMMETRY	IDENTIFIES THE LINES OF SYMMETRY IN OBJECTS OR FIGURES	AF	10/04/85

CODE		

1. The math skills which a student has mastered with the date indicating when the learning took place
2. Math skills the child was working on at the last reporting school
3. Associates the skills with the appropriate enrollment line in the school history section
4. May be used to report new codes

After studying the student's record, the teacher should then study the scope and sequence of math skills being used in the program.

The sample scope and sequence that we have included progresses from left to right by area and from top to bottom within an area. It is important that students be placed in an instructional program designed for advancement, rather than for continued practice at the independent level. Additional diagnosis may be done through an informal assessment of skills weaknesses.

2. Sample Scope and Sequence of Math Skills

NUMERATION	COMPUTATION	PROBLEM SOLVING	MEASUREMENT	GEOMETRY	GRAPHING	PROBABILITY, STATISTICS
— Number concepts	— Addition whole numbers	— Orally, with objects	— Comparing	— Classification	— Orders points on a line	— Classification
— One to one correspondence	— Subtraction whole numbers	— Identify patterns	— Identify money	— Size and shape	— Order numbers	— Ordering
— Ordering	— Multiplication whole numbers	— Apply addition	— Identify time units	— Patterns	— Locate points on a number line	— Order numbers
— Counting	— Add, substract decimals, using money	— Apply subtraction	— Measure length	— Name two-dimensional shapes	— Work with addition tables	— Collect and organize data
— Skip counting	— Divide whole numbers	— Identify story situations	— Measure weight, mass	— Name three-dimensional shapes	— Picture graphs	— Read bar graph
— Comparing	— Recognize inverse operations	— Depict story situation	— Liquid volume	— Identify characteristics of shapes	— Work with multiplication tables	— Construct graphs
— Place value	— Use inverse operations	— Model story situation	— Temperature	— Investigate properties of figures	— Draw number lines with fractions and decimals	— Interpret graphs to solve story problems
— Fractions	— Add, subtract fractions	— Use charts and graphs	— Solve conversion problems	— Similiarity, congruency, symmetry	— Graph points on a plane	— List possible outcomes
— Investigate odds, evens	— Multiply decimals and fractions	— Estimation	— Find perimeter	— Use properties of figures		— Read, interpret line graphs
— Decimal place value	— Divide fractions	— Decimals, using money	— Find relationships between metric units	— Find surface area (with models)		— Construct charts
— Read, write whole numbers		— Using geometry	— Find area (with grids)	— Transactions, reflections, rotations		— Use counting arrangement
— Round numbers		— Using fractions	— Find circumference			— Predict possible outcomes
— Read, write decimals		— Solve linear equations	— Find volume (with cubes)			— Construct sample spaces
— Exponential notation						— Determine, interpret fractional probability
— History of numeration systems						— Find averages
— Factor (primes and composites)						— Apply probability and statistics to solve problems
— Find relationships between fractions, decimals, percents, ratio						
— Find least common multiple						
— Find greatest common factor						
— Use integers						

MATHEMATICS TERMS ENGLISH/SPANISH

For the teacher of limited English speaking students, as many migrant students are, it may be helpful to refer to this list. This is a very limited list of terms that is included merely to help the teacher begin to work with a new student. To make location of terms easier for the teacher, the list has been divided into subject areas, similar to the sample scope and sequence. **This is not meant to be used as a checklist of skills.**

NUMERATION/NUMERACIÓN

Cardinal Numbers-Números Cardinales
Zero-Cero, One-Uno, Two-Dos
Three-Tres, Four-Cuatro, Five-Cinco
Six-Seis, Seven-Siete, Eight-Ocho
Nine-Nueve, Ten-Diez, Eleven-Once
Twelve-Doce, Thirteen-Trece
Fourteen-Catorce, Fifteen-Quince
Sixteen-Dieciseis, Diez y seis
Seventeen-Diecisiete, Diez y siete
Eighteen-Dieciocho, Diez y ocho
Nineteen-Diecinueve, Diez y nueve
Twenty-Veinte, Thirty-Treinta
Forty-Cuarenta, Fifty-Cincuenta
Sixty-Sesenta, Seventy-Setenta
Eighty-Ochenta, Ninety-Noventa
Hundred-Cien, Ciento
Ordinal Numbers-Números Ordinales
First-Primero, Second-Segundo
Third-Tercero, Fourth-Cuarto
Fifth-Quinto, Sixth-Sexto
Seventh-Séptimo, Eighth-Octavo
Nineth-Noveno, Tenth-Décimo
Equivalent Set-Conjunto Equivalente
Compare-Comparar
Place Value-Valor de Posición
Ones-Unidades, Tens-Decenas
Hundreds-Centenas
Thousands-Milésimas
Millions-Mil milésimas
Billions-Cien mil milésimas
Fraction-Fracción
One half-Un medio
One third-Un tercio
One fourth-Un cuarto
One eighth-Un octavo
One tenth-Un décimo
Common Denominator-Denominador Común
Reduce-Reducir
Even Numbered-Número Par
Odd Numbered-Número Impar
Decimal Number-Número Decimal
To Round Off-Radondear
Prime number-Número Primo
Compound Number-Número Compuesto

COMPUTATION—COMPUTACIÓN, CÁLCULO

Addition-Adición
Added-Sumado
Carry-Llevar
Plus-Más
Sum-Suma
Subtraction-Subracción
Difference-Diferencia
Minus-Menos
Take away-Quitar
Multiplication-Multiplicación
By-Por
Factor-Factor
Multiple-Múltiplo
Product-Producto
Division-División
Divide-Dividir
Left over-Residuo
Quotient-Cociente
Remainder-Restante

PROBLEM SOLVING-PROBLEMAS

Solution-Solución
Method-Método
How much-Cuánto
Answer-Respuesta
Missing-Faltante
Total-Total
Join-Enlazar
To Estimate-Tantear
Equation-Ecuación
Check-Comprobar

MEASUREMENT-MEDIDAS/METRICS-MÉTRICO

Money-Dinero
Cent-Centavo, Coin-Moneda
Bill-Billete, Dollar-Dólar
Change-Cambio
Time-Tiempo
After-Después, Before-Antes
Clock-Reloj, Day-Día, Hour-Hora
Minute-Minuto, Month-Mes
Noon-Mediodía, Season-Estación
Second-Segundo, Week-Semana
Year-Año
Length-Lagura
Meter-Metro, Ruler-Regla
Inch-Pulgada, Foot-Pie
Yard-Yarda, Mile-Milla
Weight-Peso
Ounce-Onza, Pound-Libra
Ton-Tonelada, Gram-Gramo
Volume-Volumen
Capacity-Capacidad
Cup-Taza
Gallon-Galón
Liquid-Líquido
Pint-Pinta
Quart-Cuartillo, Cuarto
Liter-Litro
Temperature-Temperatura
Thermometer-Termómetro
Cold-Frío
Warm-Caliente
Degree-Grado
Centigrade-Centígrado
Perimeter-Perímetro
Area-Area
Circumference-Circumferencia
Formula-Fórmula

GEOMETRY-GEOMETRÍA

To Classify-Clasificar
- Size-Tamaño
- Exact-Exacto
- Different-Diferente
- Same-Lo mismo

Shapes-Figuras
- Square-Cuadro
- Rectangle-Rectángulo
- Circle-Círculo
- Triangle-Triángulo
- Cone-Cono
- Cube-Cubo
- Cylinder-Cilindro
- Pyramid-Pirámide
- Sphere-Esfera
- Angle-Angulo
- Arc-Arco
- Center-Centro
- Edge-Arista
- Face-Cara
- Line segment-Segmento de línea
- Radius-Radio
- Side-Lado
- Surface-Superficie

Symmetry-Simetría

Similar-Semejante

Congruent-Congruente

Rotation-Rotación

Reflection-Reflexión

GRAPH-GRÁFICA

- Point-Punto
- Lines-Linea
- To draw-Trazar/Dibujar
- Dotted line-Linea quebrada
- Addition table-Tabla de sumas
- Multiplication table-Tabla de multiplicación
- Picture graph-Pictografía
- Scale-Escala
- Graph paper-Papel cuadriculado
- Bar-Barra
- Symbol-Signo, símbolo
- Horizontal-Horizontal
- Vertical-Vertical

PROBABILITY, STATISTICS
PROBABILIDAD, ESTADISTICA

- Classify-Clasificar
- Collection-Colección
- Organize-Organizar
- Construct-Construir
- Solution-Solución
- Chart-Carta
- Space-Espacio
- Proof-Prueba
- Combination-Combinación
- At random-Azar
- Average-Promedio

3. Suggestions For Instruction

Effective math instruction involves more than use of a textbook. Research tells us that when most children leave the elementary school, they are just entering the level of thinking that involves symbols or ideas: rather than objects. The implication of this research is that **instruction needs to be at the concrete operations level of thinking. Migrant students** of all ages **need a concrete experience** with manipulatives to develop mathmatical concepts. Following is a description of various **manipulatives** that should be considered as **essential** classroom materials.

Interlocking Counting Cubes:
Plastic cubes, approximately 2-cm or 1-inch square, which snap together to demonstrate numeration concepts and basic computation concepts.

Attribute Blocks:
Wooden or plastic geometric shapes in various colors, shapes and sizes. These are used for sorting, classifying and comparing, as well as for problem solving.

Pattern Blocks:
Brightly colored wooden blocks in various geometric shapes. These may be used in developing concepts of patterning, fractions and geometry.

Buttons, shells, keys, or objects for counting and sorting:
Simple, safe objects for very young learners to develop numeration skills. Objects should have similarities and differences.

Geometric Models:
Wooden or plastic models of basic shapes, including square, circle, triangle, rectangle for two-dimensional shapes, sphere, cube, cone, rectangle, solid and various prisms for three-dimensional models.

Base Ten Blocks:
Wooden models of ones, tens, hundreds and thousands. These provide numeration experience and demonstrate place value concepts. Other place value models, including chip trading, may also be used.

Fraction Models:
Plastic, wood or rubber models showing the same size whole divided into various fractional parts. Colored rods in graduated lengths may also be used.

Measuring Instruments (including metric and customary units):
Mass: A simple balance for comparing objects as heavier or lighter and balances or scales with units. Money: Realistic play money coins and paper money may also be included. Real money may be used where appropriate. Length: Rulers, meter sticks, tape measures and trundle wheels with graduated units. Volume: Measuring cups, measuring spoons and graduated containers of various shapes. Temperature: Thermometers of various types, including a large size demonstration thermometer. Time: Clocks, including demonstration clock with movable hands.

Interlocking Centimeter Cubes:
Small plastic cubes, one cm on a side, which snap together. These generally have a mass of one gram and may be used for mass, length or volume activities. They may also be used for remediating numeration skills.

Geoboards:
Square plastic or wooden boards with a square array of pegs or nails, usually at least 5 x 5. They may be used for geometry or measurement experiences.

Decimal Models:
Cardboard or plastic squares and rectangles divided into tenths, hundredths and thousandths.

Tangrams:
A set of seven plastic, wooden, linoleum or poster board pieces constructed according to a specific pattern within a square. These are used to develop concepts in geometry, measurement and problem solving.

Probability Devices:
Spinners with various configurations; cubes or other regular geometric solids with colors, numbers, letters, etc.; on the faces. These are used in developing probability concepts.

A SUGGESTED STRUCTURE FOR TEACHING MATHEMATICS

After studying the student's record to find the math skills being worked on, then locating the skill on the Scope and Sequence of Math Skills, the teacher may choose to use the following format for teaching the math lesson:

1. **Set the stage** — familiarize with the skill related to real life
2. **Teach the skill** with a **manipulative**
3. **Student activity** with **same** manipulative
4. **Student activity** with **new** manipulative
5. **Teach the skill** with **pictures**
6. **Student activity** with **pictures**
7. **Teach the skill symbolically**
8. **Student symbolic activity**
9. **Reinforce/Relate**

Students learn more effectively when they are interested in what they learn. Migrant students, especially, need to know the importance of what they are learning and how it relates to their daily life. Teachers of migrant students should continually try to create, develop, maintain and reinforce a positive attitude toward mathematics.

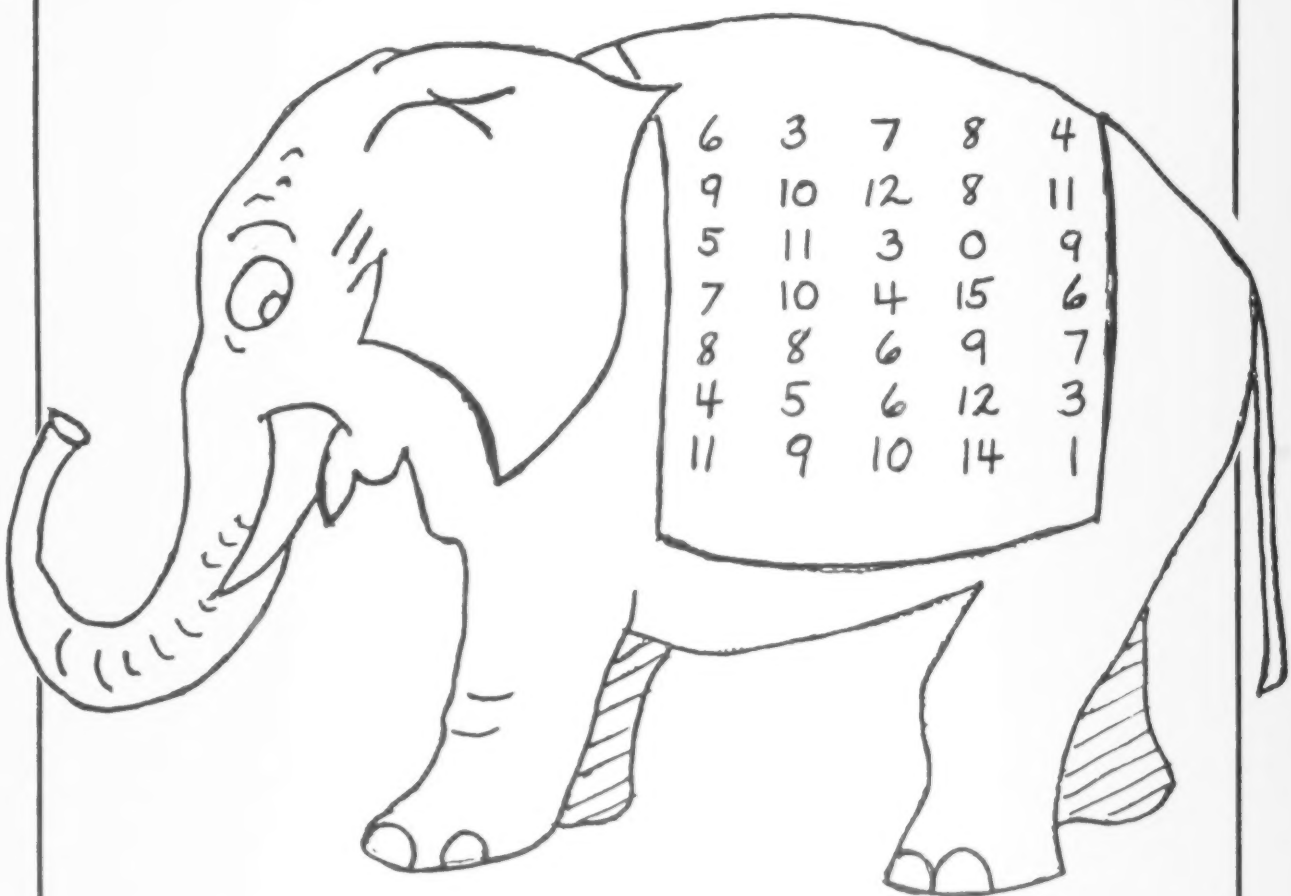
Teacher-made activities, commercial games and other innovative projects will provide interesting and meaningful additions to your program.

Examples of commercial games that teachers can use to reinforce math skills include Chess, Monopoly, Quizmo, Count Your Change and Yahtzee.

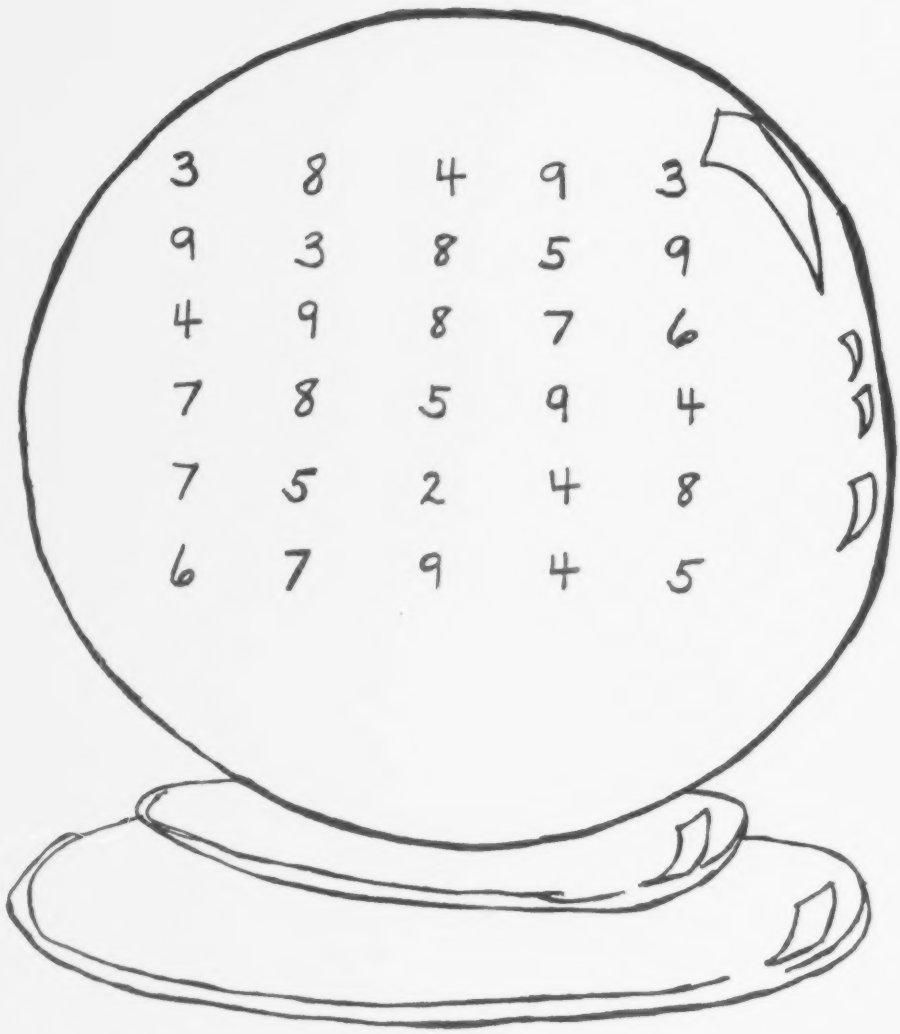
Skills can be enriched by student projects such as operating their own store, ordering from a catalog, planning a meal or mapping out a trip. The possibilities are endless!

The following examples of teacher-made activities may be used in learning centers by individuals or small groups. They may also be used in a peer tutoring situation. When correlated to the MSRTS math skills list and the scope and sequence of math skills being used by the school district, "fun" activities of this type may be used to assist the student in adjusting from one school to another.

Circle the sums of "15".



Gaze into the crystal ball. Find pairs that add up to 13.



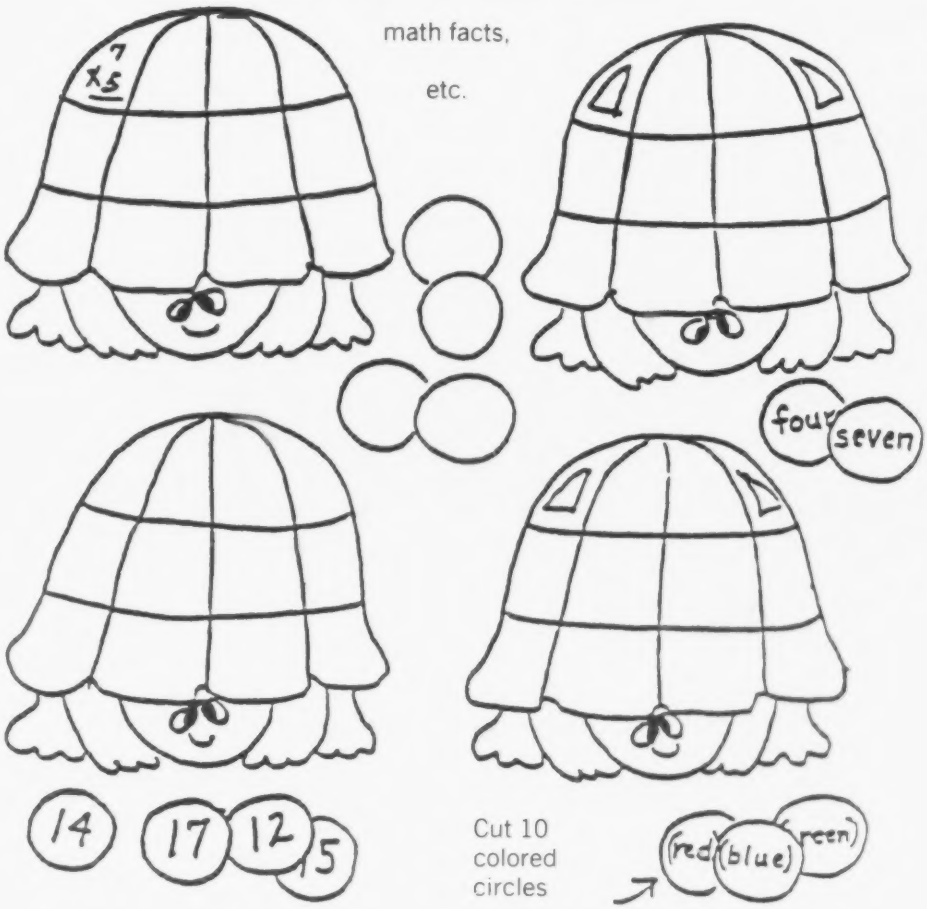
Purple Turtle can be played by one or more.

Make several turtles—use opposites

color and number words,

math facts,

etc.



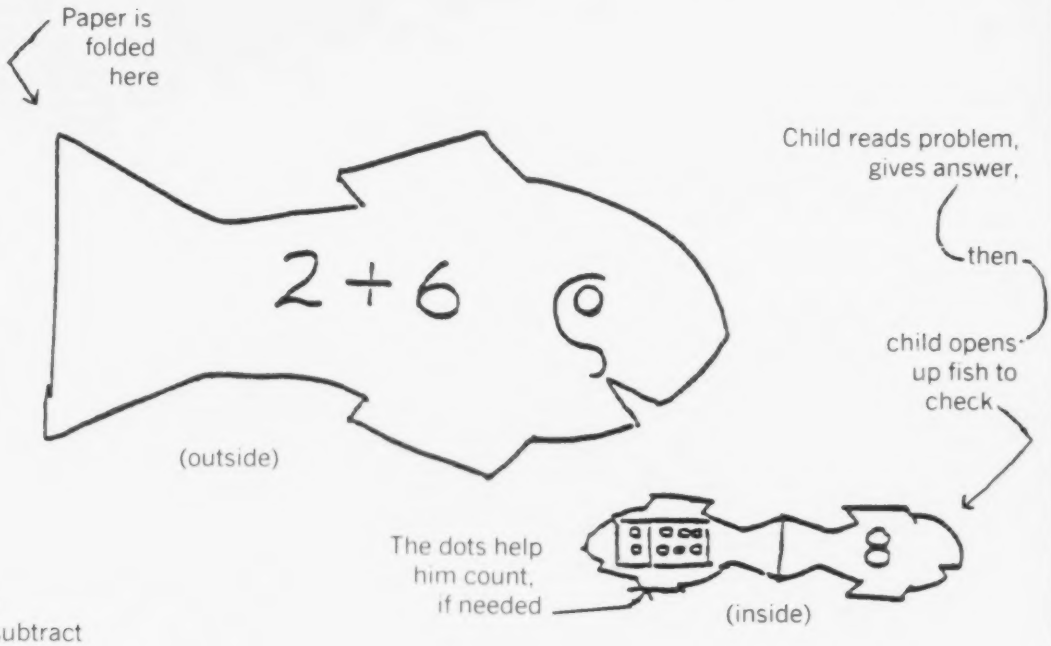
Cut 10 colored circles

1 Color head, legs purple. Outline shell. Put words or numbers in spaces on shell.

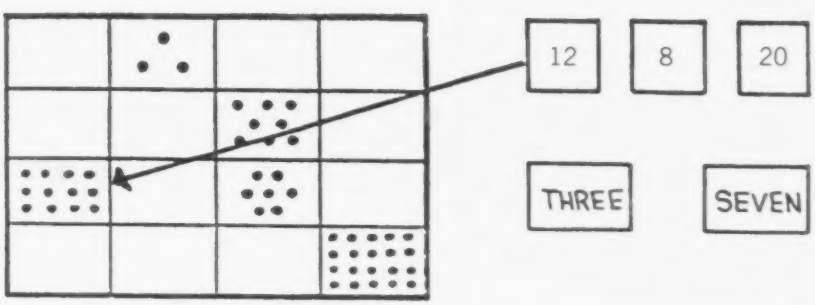
2 Cut your circles this size. Keep in envelope.

N. Livingston

FISHING FUN . . . cut fish out of colored paper—use several colors. Print simple math problems on front.



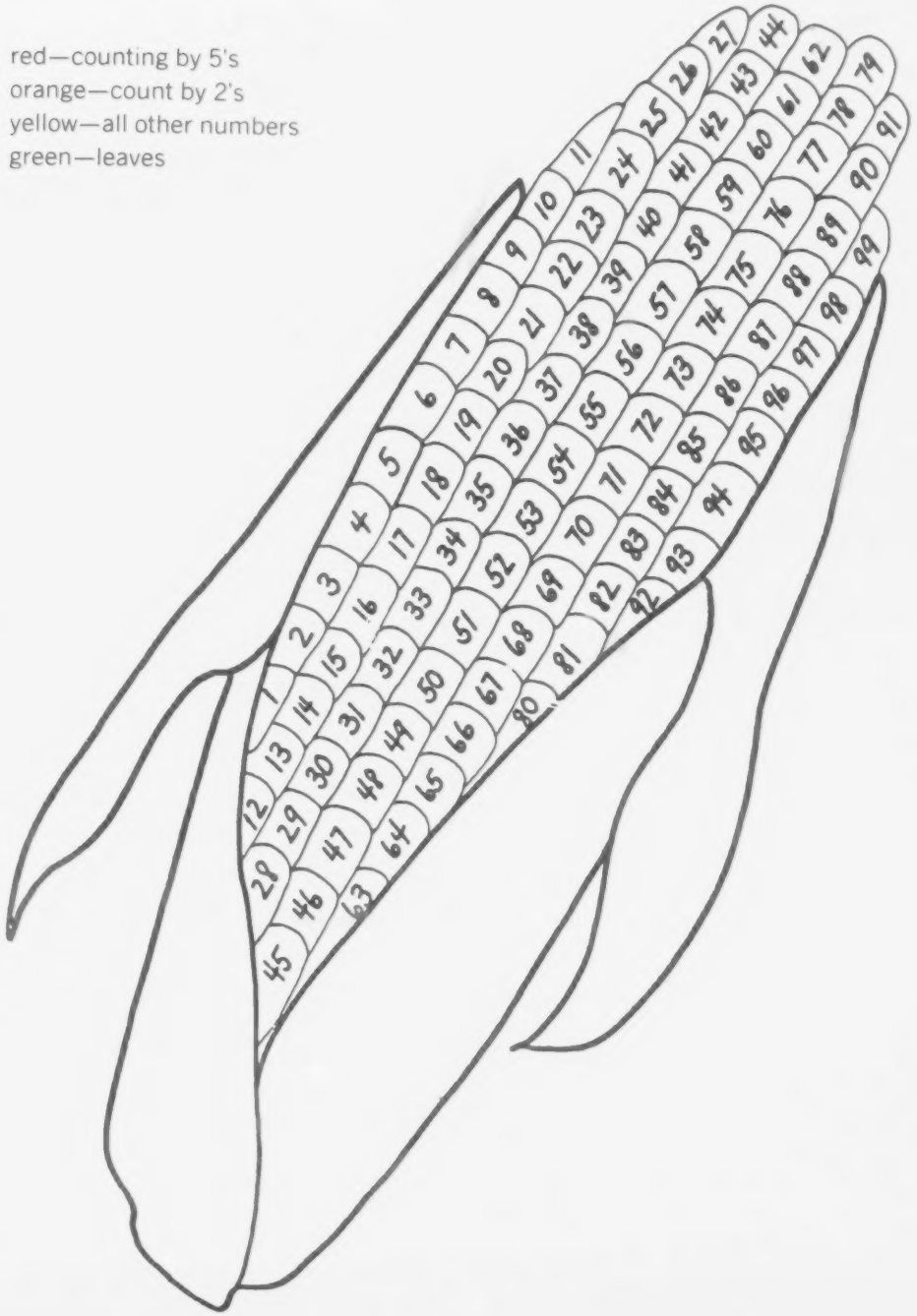
Also:
—subtract
—multiply
—divide



N. Livingston

Color the Kernels of the Maize

red—counting by 5's
orange—count by 2's
yellow—all other numbers
green—leaves



by Evan Moor Corporation, 1983

4. Sample Math Activities

DEALER'S CHOICE

Purpose: Skill Practice — Order of whole numbers from "greatest to least" or "least to greatest"

Number of Players: 2 or more

Materials: One set of cards

How to play: Dealer shuffles cards and states "greatest to least" or "least to greatest"

Deal one card, face up, to each player. Place stack face down. If lowest or highest card is dealt face up, it should be burned. Player to left of dealer begins by drawing and/or discarding one card. Each player may draw and/or discard one card at a time until three cards showing are in the correct order.

Cards must be used in the order which they are drawn. First card dealt must remain as first card.

Procedure: Prepare 21 playing cards by writing a three digit numeral on each. Prepare one or two duplicates. Highest and lowest cards in deck should be marked *

Math Game Developed by:
Betty A. Musch
Region One ESC

TRAIN TRIP

Purpose: Skill Practice — Missing addends

Number of players: 2-4

Materials: One gameboard (see next page)
One die
A marker for each player

RULES: Place markers on start.
Each player rolls dice one time and may advance to next space if correct missing addend is rolled.

Winner is the first to reach the stop sign.

TO PREPARE: Color Gameboard and mount on inside of folder.

Glue rules on inside of folder.

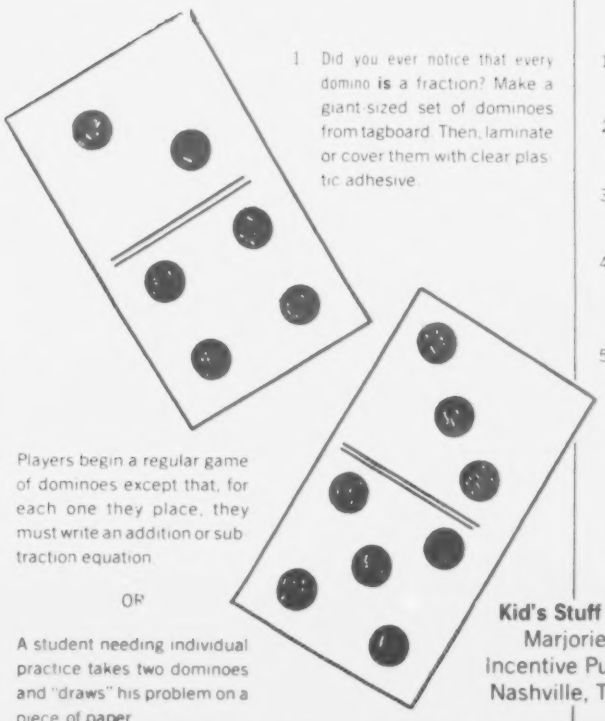
Laminate folder.

Number a wooden cube from 0-5.

Betty A. Musch
Migrant Consultant
Region One ESC

DOMIN-KNOWS!

Adding and subtracting fractions with unlike denominators



1. Did you ever notice that every domino **is** a fraction? Make a giant-sized set of dominoes from tagboard. Then, laminate or cover them with clear plastic adhesive.

2. Players begin a regular game of dominoes except that, for each one they place, they must write an addition or subtraction equation.

OR

A student needing individual practice takes two dominoes and "draws" his problem on a piece of paper.

FIGURE FOIL

SKILL: Finding the surface area of space figures

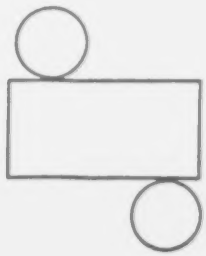
1. Provide a collection of objects which are cubes, spheres, cylinders, cones, pyramids or prisms.

2. Supply wrapping paper or aluminum foil, tape and single-edge razor blades.

3. Students wrap figures, completely taping all loose edges of paper. (Aluminum foil will cling well without taping.)

4. When figures are well wrapped, instruct students to slit the paper carefully along enough edges to remove the wrapping in one flat piece.

5. Students then find the area of the figure by measuring the sections of the flat wrapping.



Kid's Stuff Math, by
Marjorie Frank
Incentive Publications
Nashville, Tennessee

Graphing activities can be turned into a fun activity by using coordinates that result in a picture. The sets of coordinates included were used by a math lab teacher for grades 4-6.

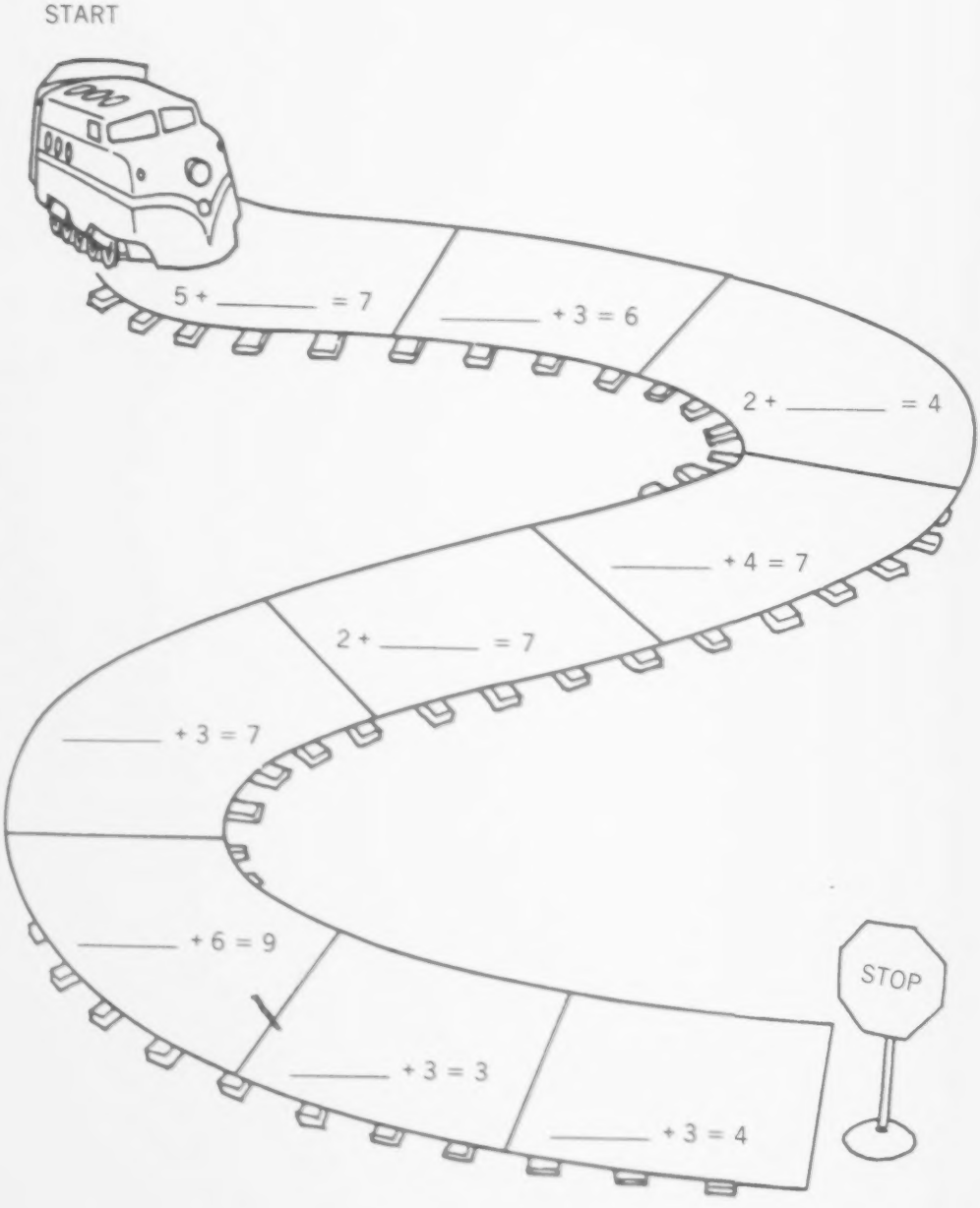
CAR

1. (0,0)
2. (7,0)
3. (9,-1)
4. (8,-2)
5. (7,-2)
6. (6,-3)
7. (5,-2)
8. (-5,-2)
9. (-6,-3)
10. (-7,-2)
11. (-10,-2)
12. (-10,-1)
13. (-8,0)
14. (-6,1)
15. (-2,1)
16. (0,0)

MAP

1. (-12,8)
2. (3,8)
3. (2,7)
4. (5,7)
5. (5,4)
6. (6,7)
7. (7,7)
8. (7,5)
9. (8,5)
10. (12,7)
11. (13,8)
12. (14,8)
13. (15,6)
14. (13,5)
15. (12,3)
16. (11,3)
17. (11,-1)
18. (9,-3)
19. (9,-5)
20. (10,-8)
21. (9,-8)
22. (7,-5)
23. (6,-5)
24. (4,-6)
25. (1,-6)
26. (-1,-9)
27. (-3,-6)
28. (-5,-6)
29. (-9,-4)
30. (-12,-3)
31. (-14,1)
32. (-14,3)
33. (-13,6)
34. (-12,8)

Submitted by
Mary Kathryn Longoria
Bruni Elementary School
Laredo ISD
Laredo, Texas



Gameboard

5. Sample Math Materials

Adventures in Addition and Subtraction (GL K-3)
6 Filmstrips, 6 cassettes

Measuring Things (GL 1-3)
6 Filmstrips, 6 cassettes

Mastering Metric Measure (GL 4-6)
6 Filmstrips, 30 student books
Random House, Inc.
400 Hahn Road
Westminister, MD 21157

Color Your Classroom II (Free)
A math curriculum guide developed in correlation with the numerical coding of the Math Skills List published by MSRTS Mississippi Materials and Resource Center.
Migrant Education
Gulfport, MS 39501

Hodge Podge of Activities for the Classroom
Teacher developed materials
Jefferson Parish Public Schools
Migrant Education Program
501 Manhattan Boulevard
Harvard, LA 70058

Math Minisystems
Math skills are taught through the use of cassette tapes and accompanying worksheets.
Random House, Inc.
400 Hahn Road
Westminister, MD 21157

Problem Solving in Math (GL 3-8)
A series of six workbooks designed to introduce and develop specific problem solving strategies to help students analyze problems and work out solutions. Using a slightly simplified reading level and content that relates to everyday situations, these books ensure that students will not have difficulty in reading explanations, problems or directions. A teacher's edition is also available.
Scholastic Book Services, a division of Scholastic, Inc.

Reading: Success in the Most Natural Ways and the Same Old Forms: +, —, X, ÷
Teacher developed materials
Migrant Education Service Center
700 Church Street, SE
Salem, OR 97310

The Mailbox
Activity magazine with reproducible pages and many innovative ideas.
1410 Mill Street
P.O. Box 9753
Greensboro, NC 27429

C. Oral Language

A key element to opening doors for the migrant student is oral language. The assurance of continuity and consistency in oral language is a must for migrant students to be successful, not only from the academic viewpoint, but also from the social aspect.

1. Utilizing the MSRTS Record

Utilization of the information on the MSRTS form will unlock this door by providing the teacher with: (a) the appropriate language for instruction, (b) a list of previously studied oral language skills (c) the latest ESL testing dates or the most recently observed level of cognitive development in the area of oral language. (See early childhood section).

1. Oral language skills the child was working on at the last reporting school

ORAL LANGUAGE SKILLS UNDER STUDY

CODE	LANG	SUBTOPIC OR SKILL	SH	DATE REPORTED
02000	ENGL	SIMPLE DIRECTIONS: FOLLOW ONE STEP ORAL INSTRUCTIONS.	AF	10/11/85
04000	ENGL	COMPLEX: FOLLOW TWO OR MORE STEPS ORAL INSTRUCTIONS.	AF	10/11/85
06000	ENGL	MAIN IDEA: LISTEN AND EXPRESS THE MOST IMPORTANT MAIN THOUGHT OR IDEA.	AF	10/11/85
02000	SPAN	SENCILLO	AF	10/11/85
04000	SPAN	COMPLEJO	AF	10/11/85
06000	SPAN	IDEA PRINCIPAL	AF	10/11/85
		LANGUAGE PROFICIENCY LEVEL IS - III, AS DETERMINED BY A TEST GIVEN ON 04/01/86		

CODE	LANG	
		LANGUAGE PROFICIENCY LEVEL IS - , AS DETERMINED BY A TEST GIVEN ON

2. indicates whether Spanish or English was being used when developing the skill

2. Sample Scope and Sequence of Skills

Not only are the skills of oral language listed on the MSRTS form important keys to utilize when planning an oral language program, but the MSRTS outline of oral language skills could serve as the framework for developing one's own scope and sequence.

MSRTS ORAL LANGUAGE OUTLINE

LISTENING

AREAS:	02-LISTENING COMPREHENSION			12-CRITICAL LISTENING	22-PERSONAL LISTENING
TOPICS:	10-Oral Direction	20-Recall	30-Relationships	10-Evaluation	10-Self-Selected Creative Listening
SUBTOPICS:	020 Simple 040 Complex	060 Main Idea 080 Sequence 100 Relevant Details	120 Cause/Effect 140 Comparison/Contrast 160 Inference	180 Propaganda Techniques 200 Fact/Opinion/Fantasy	220 Records Tapes 240 Television 260 Storytelling Time

SPEAKING

AREAS:	32-ORAL EXPRESSION		42-VOCABULARY DEVELOPMENT	
TOPICS:	10-Functional Communication	20-Creative Communication	10-Basic	20-Expanded
SUBTOPICS:	280 Describing 300 Discussing 320 Reporting 340 Retelling 360 Giving Directions	380 Self-Expression 400 Storytelling 420 Retelling for Entertainment	440 Nouns 460 Pronouns 480 Verbs 500 Adjectives 520 Adverbs 540 Prepositions 560 Conjunctions	580 Categories 600 Synonyms 620 Antonyms 640 Multiple Meaning Words 660 Figurative Language

3. Suggestions for Instruction

Opportunities for oral language development are interwoven throughout all academic areas. The key to successful oral language program is to recognize those opportunities and immediately provide activities or thoughts that will nurture the natural flow of language development.

Reading readiness skills of visual discrimination and auditory discrimination could be readily incorporated into English language activities. Likewise group language experience stories would not only give the child an opportunity to learn letter form and copying skills, but provide an opportunity for creative oral and written expression.

In the area of math, the child will be expected to recognize similarities and differences in shapes and sizes, as well as beginning to select and separate parts from the whole. Math activities which involve a multisensory approach would provide the child the opportunity to develop all areas including oral language.

What follows is a list of general areas of instruction to use in developing some verbal skills. The areas are listed in a recommended sequence of introduction.

people/family
school/items in classroom
colors
body parts/major
numbers/1-20
survival information/name
phone—address—school
people/school
animals/pets
alphabet
people/relatives
animals/farm
toys—games—sports
food/meals
food/fruits
food/vegetables
food/meats—desserts—other
people/occupations
clothing shapes
transportation time
calendar/days of week
animals/zoo
numbers/ordinal
calendar/seasons—holidays
house/parts
body parts/detail
numbers/100
money
house/household/items
tools
number/20-100

On the following pages are samples of oral language activities that can be used in the classroom.

4. Sample Oral Language Activities

(See ESL Section/Suggestions for Classroom Teachers)

CRITICAL LISTENING

DO YOU BELIEVE?

Small/Large group—any level
Collection of superstitions

Read a list of superstitions to a group of students.
For example:

"Friday the 13th is unlucky."
"Don't open an umbrella in house."
"Don't walk under a ladder."
"Make a wish, when you blow out the candles on a birthday cake."

Ask students questions for each superstition.

> Is this statement true?
> What does it mean to you?
> How do you think it got started?

Have students interview people of different age groups to collect different superstitions. These can be shared with the entire group.

Read a list of superstitious "cures" (for colds, hiccups) and ask the students if they work.

LISTENING COMPREHENSION

WHAT KIND OF DAY WILL IT BE?

Small/Large group
Basic pictures of various weather conditions (e.g., sunny day, fog, sleet, snow)

Read one-sentence weather forcasts orally to the student. After each sentence, have student find pictures which best illustrate the kind of day it will be.

For example:

Teacher: "It will be partly cloudy with a high of 85."

Teacher: "Sunny and colder; snow developing in the late afternoon."

ORAL EXPRESSION

A HAPPENING
Any size group

Ask students to describe: last Christmas, dad's birthday, Mother's Day, a visit to grandma's farm, sister's graduation, an outstanding report card.

VOCABULARY DEVELOPMENT

FUN WITH PICTURE CARD

Any size group, Intermediate level
Magazines, scissors, paste, 3x5-inch cards, file boxes

Distribute materials to the students. Have the students find pictures of words they know or would like to know. Instruct the students to cut the pictures out and paste them on the 3 x 5 cards. Have each student develop a word picture collection and keep it in a box. Shuffle the cards together occasionally and make up simple identification games. For example:

> Put the cards in a pile face down. Each student (in pairs or small groups) turns over the top card. If the student can name the object pictured and use the word in a sentence, the card may be kept. The player with the most cards wins.

The written words can be added to the cards later on to assist in reading instruction. Students can also practice grouping the cards into various categories, explaining their determination of category and selection of items.

5. Sample Oral Language Materials

Act It Out, Talk It Out, Before You Write
Baldwin, Virginia
12372 Hoggan Avenue
Garden Grove, CA 92640

Bill Martin's Big Books Grade K-2
Read along books which involve the child esthetically, linguistically and humanly in language.
Holt, Rinehart & Winston
Attention: Order Fulfillment Department
CBS Inc.
383 Madison Avenue
New York, NY 10017

Bill Martin's Instant Readers Grade K-3
Read along books which involve the child esthetically, linguistically and humanly in language.
Holt, Rinehart & Winston
Attention: Order Fulfillment Department
CBS Inc.
383 Madison Avenue
New York, NY 10017

Bill Martin's Sounds of Language Readers
Grade 2-6
Collections of articles, stories and poems that help children hear the sound patterns of the sentences they read.
Holt, Rinehart & Winston
Attention: Order Fulfillment Department
CBS. Inc.
383 Madison Avenue
New York, NY 10017

Color Your Classroom III (Free)
Games and activities which may be constructed to stimulate oral language.
K-upper Elementary
Mississippi State Department of Education
Mississippi Materials and Resources Center
Gulfport, MS 39501

Juguemes Escuchar Listening Games Sp/Eng.
Bilingual 10 cassettes 10 story cards
Coronet
65 ES. Water Street
Chicago, IL 60601

Learning Together and Alone:Cooperation, Competition and Individualization
Johnson, D. W. and Johnson, R.
Englewood Cliffs, NJ 07632
Prentice Hall Cooperative Learning

Oral Language All Day
A resource guide to provide migrant education with activities to implement the national migrant education oral language skills test.
National Migrant Education Program
Consult Your State Education Agency

Peabody Language Development Kits
Total language program/Good teaching material
American Guidance Service, Inc.
Publisher's Building
Circle Pines, MN 55104

Producing English Semantic Webbing for Non-English Speaking Children
Pehrsson, Roberts
Produced by
Migrant Education Service Center
700 Church Street S. E.
Salem, OR 97310
Published December 1982

See It—Say It Cards (Blue Bug—Regular Verbs)
Addison Wesley Publishing Co.
World Language Division
Reading, MA 01867

Teaching English Through Action
Step by step guide utilizing the TPR to language teaching approach
Segal, Bertha
1749 Eucalyptus Street
Brea, CA 92621
$15.00

Tutorette Language Masters
Various levels available for developing vocabulary
Bell and Howell Language Master Programs
Moore's Audio Visual Center, Inc.
234 East 12th Avenue
Portland, OR 97214

What to do Before the Books Arrive
Collection of practical activities lesson plans, problem solvers and references. All ages
Maculaitus, Jean D. 'Arcy and M. Scheraga
Alemany Press, Ltd.
P.O. Box 5265
San Francisco, CA 94101

D. Early Childhood

Early childhood skill development, from birth to five years, is the first key, that can begin to unlock education's doors to migrant students who are on the way to becoming successful students. Building background at an early age is especially important since a pre-school experience is often the migrant child's first exposure to the English language.

The National Migrant Education Early Childhood Development Skills List contains objectives in the areas of psychomotor, cognitive and affective.

The **psychomotor area** includes the processes through which a child acquires and demonstrates the skill to control and manipulate his/her own gross (large) and fine (small) muscles.

The **cognitive area** includes the mental processes through which a child obtains, stores, arranges and rearranges information as demonstrated through oral language, visual and auditory skills.

The **affective area** includes the processes through which a child acquires and demonstrates personal/interactional skills.

1. Utilizing the MSRTS Record

Upon receipt of the MSRTS Early Childhood Developmental Skills Record the teacher will not only be able to continue providing activities in the areas the child was previously involved in, but will also have the information necessary to note any delay in development of the three areas. Should a delay in one of the areas be noted, the teacher could then seek the necessary support services to assist in determining the cause of the delay and plan a program accordingly.

CHART OF MSRTS EARLY CHILDHOOD EDUCATION
Areas—Topics—Skills

2. Associates the skills to the appropriate enrollment line in the school history section

3. May be used to report new skill code

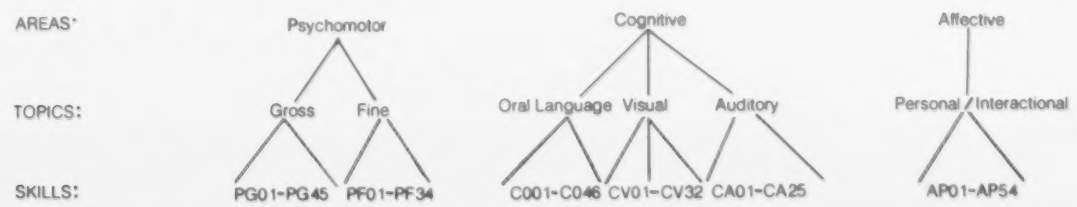
EARLY CHILDHOOD UNDERSTUDY

CODE	SUBTOPIC OR SKILL	SH	DATE REPORTED
C044	USES SELECTED ABSTRACT WORD MEANINGS CORRECTLY	AF	10/11/85
AP16	GESTURES TO FAMILIAR PERSON	AF	10/11/85
CODE			

1. Early childhood skills being developed at the last reporting school.

2. Sample Scope and Sequence of Skills

The basic scope sequence which follows is taken from the MSRTS Early Childhood Education Skills book and provides a simple review in the areas of early childhood development.



Along with the scope and sequence the teacher may want to consider the following checks before planning instruction.

3. Suggestions for Instruction

a. Young children should always be worked with in small groups

b. Young children should be taught with concrete objects as opposed to abstract materials

c. No pencil or paper activities until children are ready for them

d. Young children need hands-on experiences

e. Young children need lots and lots and lots of reading aloud to them

f. Teachers of young children need to develop very good storytelling and reading skills

g. There should be continuous change of activities quiet — movement — back to quiet (very short at beginning of year and then lengthen as year goes on)

h. All activities should be child centered rather than teacher centered

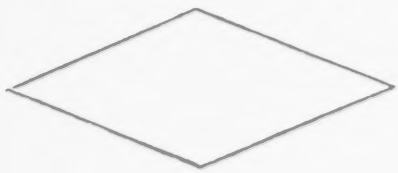
i. A teacher should encourage creativity and self-expression

j. An abundance of manipulative and hands-on materials to be used for free exploration and guided instruction

READING READINESS CHECKLIST

As 4 and 5 year olds prepare for kindergarten, they may be considered for a reading readiness course of instruction. To assist the teacher in determining this, the following chart check list may be helpful.

SHOULD BE ABLE TO **COPY** THESE FORMS AT THESE AGES

Symbol	Age
	3 yrs
	3
	3 $\frac{1}{2}$
	4
	4 $\frac{1}{2}$
	5
	5
	6
	7
	7 $\frac{1}{2}$ - 8
	8

(Necessary before cursive is attempted)

Mathematics Readiness Concepts And Terms

This list may be helpful to the early childhood teacher who is working with limited English speaking students.

Above	___ Sobre	Object	___ Objeto
All	___ Todos	Opposite	___ Opuesto
Back	___ Detrás	Order	___ Orden (el), ordenación
Big	___ Grande (atrás)		
Classify	___ Clasificar	Organize	___ Organizar
Collection	___ Colección	Pair	___ Par (el), aparear, igualar, parear, pareja
Compare	___ Comparar		
Correspondence	___ Correspondencia		
Empty set	___ Conjunto vacío		
Equal	___ Igual	Place	___ Colocar
Equality	___ Igualdad	Property	___ Propiedad
Equivalent set	___ Conjunto Equivalente	Regroup	___ Reagrupar
		Right	___ Derecha
Even	___ Parejo	Same	___ Lo mismo
Family	___ Familia	Separate	___ Separar
Fat	___ Gordo	Sequence	___ Secuencia
Following	___ Siguiente	Set	___ Conjunto, grupo
Front	___ Frente		
Group	___ Agrupar (grupo)	Short	___ Corto
Grouping	___ Agrupación	Similar	___ Semejante
Identify	___ Identificar	Size	___ Tamaño
Join	___ Enlazar (unir)	Slim	___ Delgado
Join together	___ Juntar	Small	___ Pequeño
Left	___ Izquierda	Some	___ Algunos
Little	___ Chico (pequeño)	Thick	___ Grueso
Long	___ Largo	Thin	___ Delgado
Low	___ Bajo	Under	___ Abajo
None	___ Ninguno	Unit	___ Unidad (la)

4. Sample Early Childhood Activities*

PLANTS

After assessing the needs of the student, the following activities might be helpful in planning for instruction.

SKILL: AP46; AP47; AP54

OBJECTIVE: To pot and care for plants
To aid in the development of small finger muscles; to begin to develop a sense of responsibility; to begin to learn about how plants grow.

MATERIALS: Plant or plant cuttings, soil, spoon, flower pot (or make a flower pot from a container; poke holes on the bottom for drainage).

PROCEDURE:
1. Have child
   a. Look over the materials, especially the plant. Ask child to describe the plant.
   b. Put small rocks or pebbles ont he bottom of the pot for drainage.
   c. Put soil into pot, filling it about halfway.
   d. Put soil into pot, packing the rest of the soil around it.
   e. Water the plant.
   f. Place it where it will receive the necessary amount of sun.
2. Talk about what is necessary for plants to survive.
3. Talk about what it means to have your own plant to care for (responsibility).

ADDITIONAL ACTIVITIES:
1. Let the child accept part of the responsibility of caring for a pet (feeding the fish, giving the dog water, helping to clean the hamster's cage).
2. Experiment with a few of the same type of plant, varying the amount of water and sun each one gets. Help tne child to understand that these elements affect their growth.

SCISSORS*

SKILL: PF25

OBJECTIVE: To have the child cut pieces of paper into two or more pieces. To develop eye-hand coordination and small-muscle control.

MATERIALS: Scissors, pieces of construction paper, including some narrow strips, paste or glue.

PROCEDURE:
1. Show the child the proper way to hold scissors. If the child is left-handed you may want to provide left-handed scissors.
2. See if the child can cut across the strips of paper. If he has difficulty hold the paper for him while he cuts.
3. Let the child choose the paper he wants and cut at will.
4. Have the child paste the pieces he has cut onto a larger sheet of paper, to make a collage. Print the child's name, or let him print his own name. Display the child's work.

ADDITIONAL ACTIVITIES:
1. Draw lines of shapes on the paper and see if the child can cut on the lines.
2. Provide different kinds of paper or materials to be cut. Examples: wallpaper, tissue paper, fabric, paper towels, newspaper, sandpaper, etc.

*Source: See page 86, Activities for Early Childhood, Loudonville, New York.

AFFECTIVE*

PERSONAL/INTERACTIONAL: AP21 PLAYS BY SELF FOR SHORT PERIOD OF TIME

EXTENDED STATEMENT

The infant can play alone for five to ten minutes.

SUGGESTED ACTIVITIES

1. Provide the infant with a short period of time each day to play by himself. Give the infant several interesting objects to play with. Objects may include toilet tissue roll, small box, spoon, empty thread spool, paper bag, cloth scrap, etc. Keep the objects in a special container such as a shoe box.
2. On a sunny day, let the infant play with mud in an outside play area. Provide the infant with a bucket of water and a pile of loose dirt. The dirt could be in a garden or in a sandbox or some other spot that you determine. You may wish to add a plastic cup and one or two old spoons to add to the mud pleasure. Be sure to dress the infant in old clothes, or if the weather is warm, just his diaper. This will make clean up easier.
3. Put the infant in a large round, flat bottom pot, (the kind used for canning) that is filled part way with warm water. Add two or three toys such as a sponge, a non-breakable cup and a wooden spoon. The roundness of the pot will help support the infant in a sitting position. You should plan to work or play near by in case you are needed. On a nice day, this activity will be fun outside. If it is too cool outside, put the pot on a floor where the spills can easily be mopped up.

POINT TO PICTURES*

SKILL: CV13; CV22; CA10

OBJECTIVE: To have the child point to pictures of familiar objects. To aid in auditory and visual discrimination.

MATERIALS: Construction paper
Clear contact paper
Pictures of familiar object (doll, bird, dog, ball, mommy, cookie).

PROCEDURE:

1. Gather pictures of objects that are familiar to the baby from old magazines or even old snapshots of you and the family, even including pets.
2. Clear contact pictures to construction paper to make them more durable.
3. Present the pictures to the baby, either all out in a row or one at a time, depending on the age of the child.
4. Say "Where's mommy? Point to mommy. Here's mommy! Right! What a good baby! Now where is the spoon? Point to the spoon. Good!"

ADDITIONAL ACTIVITIES:

1. When in a store or in the car, or on a walk with your child, name certain objects and ask the child where the object is. If the child does not point, you point it out for him and then ask where it is again so that the child may point it out.

* Source: See page 86, Activities for Early Childhood, Loudonville, New York.

PUPPET TEACHING ACTIVITIES

COMPOUND PUPPETS

Read the poem, "Put Togethers" taken from **Language Experience Activities** by Roach Van Allen and Claryce Allen.

PUT TOGETHERS

Look! There's a dragon!
Look! There's a fly!
Put them together,
You have a dragonfly.

Look! There's butter!
Look! There's a cup!
Put them together.
You have a buttercup.

Look! There's a fire!
Look! There's a man!
Put them together.
You have a fireman.

Here is a tooth.
Here is a pick.
Put them together.
You have a toothpick.

Here is some chalk.
Here is a board.
Put them together.
You have a chalkboard.

Here is a button
Here is a hole
Put them together
You have a buttonhole.

Here is a table.
Here is a spoon.
Put them together.
You have a tablespoon.

Have you seen a horse?
Have you seen a fly?
Put them together.
You have a horsefly.

Have you seen a foot?
Have you seen a ball?
Put them together.
You have a football.

Have you seen a pole?
Have you seen a cat?
Put them together.
You have a polecat.

DO YOU WANT THAT?

ADDITIONAL ACTIVITIES:

Have your students create two stick puppets that can be put together to form a compound word. For example:

One puppet may be a star . . .

Another puppet a fish . . .

Put them together and you have a starfish.

Let your children create their own "put together" puppets.

BOWTIES AND NUMBER RECOGNITION*

SKILL:CO46

OBJECTIVE: To have the child match cards with bows attached to number symbol cards. To aid in number recognition.

MATERIALS: Twenty large index cards, hole punch, yarn.

PROCEDURES:

1. You will be making a set of number cards with bows attached from one to ten and a set of number symbol cards. There will be one bow on the bow card, two bows on the two bow card, etc. There will be one number symbol on each number card from one to ten.
2. Punch double the number of holes as you want bows on each bow card. That is, punch two holes on the one card, four holes on the two card, etc., tie a bow. Put the correct number of bows on each card.
3. Lace the yarn through one hole and out another. Tie a bow. Put the correct number of bows on each bow card.
4. Make another set of cards with a number symbol from one to ten on each card. That is the one number card will have a one on it. The two number card will have a two on it, etc.
5. Place the number cards in a line on the floor.
6. Point to the card. Tell the child that this is the number one. Ask if he can find a bow card with one bow on it.
7. Proceed in the same manner to the number ten.

ADDITIONAL ACTIVITIES:

1. Place the bow cards on a line and ask the child to find the number card that matches each.
2. Pick a bow card out of sequence and ask the child to find the number card that matches.

COLOR BOOK*

SKILL: PF25; CO43

OBJECTIVE: To have the child cut pictures from a magazine that include the colors red, green, blue and yellow.

MATERIALS: Old magazines, scissors, glue, construction paper.

PROCEDURES:

1. Look through old magazines. Have the child point out pictures with the color green in them.
2. Help him/her cut out these pictures and paste them on a sheet of construction paper.
3. Write the name of the color on top of the page.
4. Do steps 1-3 with the colors red, yellow and blue.
5. After each of the colors is done, review the ones previously done.
6. When the colors are completed, staple the pages together to make a COLOR BOOK for the child.

ADDITIONAL ACTIVITIES:

1. Point out certain objects in the room that include the four colors used in the COLOR BOOK.
2. Have the child collect objects out of doors that contain the colors used in the COLOR BOOK.
3. Add pages for the colors purple and orange if the child knows the four primary colors well enough.
4. Cut out pictures that have shades of each of the four primary colors. This can also be discussed using the objects that the child collected from around the house and outside.

* Source: See page 86, Activities for Early Childhood, Loudonville, New York.

5. Sample Early Childhood Materials

Activities for Early Childhood 0-5 Years
(Correlated to National Skills Test: Affective, Cognitive, Physical)
Migrant Education Programs Office
257 Osborne Road
Loudonville, NY 12211

Children's Alphabet Reading Kit 2-4 Years
Dr. Ruth Cordell
Oklahoma City University
Oklahoma City, OK 73106

Creating Innovative Classroom Materials for Younger Children
Marianne Debelak, Judith Herr, Martha Jacobson
Harcourt, Brace, Janovich, Incorporated
New York, NY 10017

The Early Learning Filmstrip Library
Shari Lewis, Narrator
Miller-Brody Production, Incorporated
New York, NY 10017

Early Prevention of School Failure
Pamphlet and Activities List
Peotone 207-U. Dissemination Fund
114 North Second Street
Peotone, IL 60468

Forget the ABC's
Dr. Rose Cordell
Texas Tech Press
Lubbock, TX 79409

Foundations for Teaching English as a Second Language
Muriel Saville-Troike
Prentice-Hall Incorporated
Englewood Cliff, New Jersey 07632

Just in Time for 2's and 3's
A comprehensive guide to instruction of the preschool child through nursery rhymes and related activities.
Cheryl A. Bean and Sandra Albertson
Just in Time Publishing Company
2031 36th Avenue
Longview, WA 98623

Learning with Movements (Aprendiendo con movementos) (P-K)
Nancy Marquez
Sky Oaks Production
19544 Sky Oaks Way
Los Gatos, CA 95050

Peabody Language Development Kit -(Level P) 5-7 Years
Total Language Program/Good Teaching Material
American Guidance Service, Incorporated
Publisher's Building
Circle Pines, MN 55014

Versa-Tiles Beginning Reading Set
Manipulative to teach spatial concepts
Educational Teaching Aids
159 W. Kinzie Street
Chicago, IL 60610

E. Writing

1. Rationale and Stages of Writing

The ability to be able to effectively write imaginatively, informatively and persuasively can open many doors for a migrant student enabling him/her to become successful in school. These same skills will also be keys to success all through their adult lives.

When a migrant student enters a new school, the teacher may wish to examine the child's writing skills to determine the writing proficiency of the child and begin at that point. Marie Clay in her book entitled: **What Did I Write? Beginning Writing Behavior**, published by Heinmann Education Books, Exeter, New Hampshire, lists the following:

STAGES OF WRITING

Scribble

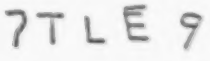
Mock handwriting

Mock letters

Real letters plus inventions

Acceptable English letters

Invented words



Traced words David

Words copied incorrectly

David
a=v.i.o

Words copied correctly

David
David

Words written incorrectly without copying

LU
CV

Words written correctly without copying Lucy

Invented spellings of a group of words

OSASAALAENT
(This is a elephant)

Words written left to right without spaces Theselafintiseten penuts.

Words written left to right with spaces. This is a fish.

Words written left to right with spaces return down left

This is an
octopus

3. The Writing Process

According to authorities* in the field of writing, a teacher should follow the sequence of steps outlined in assisting students in producing a piece of writing. Authorities further suggest that a teacher work toward **one** good piece of writing per grading period rather than several pieces that have not gone through the sequential steps listed below:

a. **PRE-WRITING**
   (1) Introducing topic or idea
   (2) Discussing
   (3) Assigning a Writing Task

b. **WRITING**
   (1) Put plan on paper
   (2) Composing

c. **REVISING**
   (1) Revising
   (2) Conferencing (maybe SAYBACK)

d. **EDITING**
   (1) Reviewing—Rereading—does it make sense
   (2) Revision—Making changes in the **CONTENT**
   (3) Proofreading—Editing for mechanics, spelling

e. **PUBLISHING**
   (1) Recopying
   (2) Letting it go—sending—publishing—display

Adapted from: Kirby, D. and Hulme, G. **The Writing Process**: Composition and Applied Grammar. Boston: Allyn and Bacon.

4. Suggestions for Instruction

Listed below are general suggestions for the teacher to consider in planning for writing instruction:

a. Use a variety of writing activities to increase retention.
b. Individualize work in large classes.
c. Provide a source for later reference.
d. Provide the student with physical evidence of achievement.
e. Keep charts of the manuscript and cursive letter forms on display at all times.
f. Teach English capitalization and punctuation along with basic sentence patterns.
g. Teach paragraph format (indention and margins).
h. Teach organization of content.
i. Limit correction of writing to specific important areas.
j. Provide a model when assigning written work.
k. Use a chalkboard and encourage note-taking or copying. (Write out what you are saying during class lectures.)
l. Provide supplemental writing activities:
   — A limited amount of copying paragraphs can be beneficial to the beginning level ESL student.
   — Have the student rewrite paragraphs in different tenses, number or person.
   — Occassionally, allow the student to redo corrected assignments.

When planning for **expository writing**, remember that expository writing is used to:

   — Convey factual information
   — Convince, describe and influence

a. Remember students write best from experience.
b. Select a topic or a unit of study which is of interest to the students.
c. Compile a vocabulary list of words needed and related to unit of study.
d. Collect and display visuals with and without labels.
e. Provide for use available books related to unit of study and as many reference books as possible.
f. Assign students to work in groups doing research.
g. Instruct groups to compile and share the material with the class.
h. Use available material to build tangible background and ask literal, interpretive and creative questions.
i. Have students begin writing.
j. Enjoy results!

A SUGGESTED INSTRUCTIONAL STRATEGY
for
TEACHING A WRITING LESSON
(Modeling the Writing Process)

Purpose:

To support the role of teacher as fellow writer in the classroom.

Preparation:

Children sit informally in a "Writing Circle" around teacher. Teacher and students bring journals to the circle.

Procedure:

"I like to write, but sometimes I don't always have the time to do the writing I like to do. Can you guess why people sometimes have trouble spending time on writing? What reasons do you have for not writing at home? Can you guess some of my own reasons for not writing as much as I should?"

Children offer suggestions for why people don't write as much as they should. Teacher leads the discussion.

> "You've given some good reasons, and although I'll still try to write at home, and I hope you will too, we're going to set aside classroom time this year for all of us to write in our journals each day — even I will take advantage of writing time with you. Shall we write together today?"
>
> "Let's start by looking at our list of topics for writing that we've started in the back of our journals. Let's share some of our topics, some of the things we could choose to write about. Here are mine..."
>
> Teacher reads three or four choices for writing from her/his list.
>
> "Let's hear some of yours . . ."
>
> Calls on three students to share their lists.
>
> "Let's get comfortable. If you want to write here in our circle, begin in your journal right now. If you want to write at your desk go back quickly and begin to write. Remember, we are all writing about our own choice. I'm not assigning a topic. Pick your topics from your topic list or think of somewthing new. If you have a few new ideas, don't forget to list them in the back of your journal."

Teacher and students write quickly for five minutes. After the first five minutes, teacher can begin to move from writer to writer for the remaining five minutes, giving informal support. (A simple, "How's it going?" can be enough in most cases.)

A SUGGESTED INSTRUCTIONAL STRATEGY
FOR
REVISING STUDENT'S WRITING
(Using Sayback)

GOAL: TO WRITE AGAIN (REVISE)

MODELING: A. LARGE GROUP
B. SMALL GROUP

1. WHAT DID YOU HEAR?
2. WHAT ELSE DO YOU WANT TO KNOW?

SUGGESTIONS

A. SHORT GROUP LESSONS (10 MINUTES)
B. TWO READERS AT MOST
C. ALL GROUP MEMBERS RESPOND
D. FOLLOW WITH WRITING PERIOD
E. CONFERENCE FOR RESULTS

SAMPLE WRITING TOPICS

The following topics have proven to be of intrinsic interest to children, and were taken from **Slithery Snakes** and **Other Aids to Children's Writing** by Walter Petty and Mary Bowen:

1. If I had a $1,000 to spend
2. What Mother Forgot
3. The Count-Down
4. He Hurried Too Fast
5. The Day My Pet Learned To Talk
6. A Space Man Comes To Visit
7. How I Feel in the Dark
8. What the Animals in the Zoo Don't Like
9. The Year Santa Claus Was Lazy
10. I Was a Pine Seed
11. The Earliest Thing I Remember in My Life
12. The Puppy Who Was Sad
13. Early in the Morning
14. Walking Home in the Rain
15. The Story of a Dime
16. The Fire Engine
17. If I Could Fly
18. My Pet When It Was Growing Up
19. What a Dinosaur Did One Day
20. The Most Beautiful Thing I Ever Saw
21. What I Think About Winter
22. What an Ant Might Think About
23. Adventures of a School Desk
24. The Hot, Hot Day
25. The Cat That Ran Away
26. What Color Means to Me
27. If I Could Join the Circus
28. If I Owned a Pig
29. Sounds on a Black Night
30. The Nicest Person I Know
31. I Interviewed a Famous Person
32. What Zebras Do
33. If I Were Living Long Ago
34. If I Were a Kite
35. The Robot Who Cried

200

5. Sample Writing Activity

BAG A BIT O' FUN

PURPOSE: Creative written expression

a. Provide a paper bag full of interesting objects for each pupil or ask pupils to bring their own bags of objects.

b. Each pupil must create a story in which he uses all the objects in his bag.

c. When he has finished, he writes his story on the outside of his bag and decorates the bag with illustrations.

d. Hang the bags from a bulletin board or chalk tray where they may be read by others.

e. Pupils then read the story bags and try to guess the objects in each bag. (The bags may be identified by number or name of author).

6. Sample Writing Materials

Developmental Learning Modules
Primary Grade Writing
Brevard County Public Schools
1260 South Florida Avenue
Rocklege, FL 32955

Let's Begin To Write K-2 $12.84
A set of duplicating masters designed for beginning writing activities.
Economy Company
Bowmar/Noble Publishers
1901 North Walnut
P.O. Box 25308
Oklahoma City, OK 73125

Power Writing Teaching Guide $17.00
A manual of expository writing in which words, phases, sentences and paragraphs have numerical power as they relate to each other. Inexpensive repoducible activities by grade level.
J. E. Spark
Communication Associates
2160 Century Park East — 210 N
Los Angeles, CA 90067

Young Writers Series Grade 2-8 $6.00
Reproducible or duplicating formats reinforce basic grammar and functional writing skills.
Milliken Publishing Company
St. Loius, MO 63132

Write Now Grade 3-4 Remedial 5-8 $69.00
Cassettes and activity books fuse writing, reading and English skills to teach practical experience in basic writing skills.
Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520

APPENDIX SECTION

TABLE OF CONTENTS for APPENDIX

Page

I. History of Title I Migrant Programs and Parent Involvement 1

II. Definition of Migrant Child 3

III. Sample Certificate of Eligibility 4

IV. Basic Interview Pattern for Determining Migrant Education Program Eligibility 5

V. Definition of 143 Projects 6

VI. Education Record Form 7

VII. Health Record Form 10

VIII. Acronyms Commonly Used in Migrant Programs 11

IX. Health Screening Standards 12

A. Standards for Hearing Screening 12

B. Standards for Vision Screening 12

C. Standards for Blood Pressure 13

D. Standards for Anemia Screening 13

E. Standards for Hemoglobinopath (including Sickle Cell) Screening 14

F. Standards for Urine Testing 14

G. Standards for Tuberculosis Screening 15

H. Standards for Increased Lead Absorption Screening 15

X. Blood Pressure Standards 16

XI. Information Resources for Patient Disease/Health Problems 19

XII. Selected Federal Health Information Clearinghouse and Information Centers 23

XIII. English-Spanish Language Guide for Nurses 24

XIV. Temperature and Dosage Chart Standards 26

XV. Lead Poisoning 27

XVI. Health Code Formats and Usage 28

I. HISTORY OF TITLE I MIGRANT PROGRAMS AND PARENT INVOLVEMENT

THE ELEMENTARY AND SECONDARY EDUCATION ACT — TITLE I

Title I of the Elementary and Secondary Education Act of 1965 (P.L. 89-10) amended in 1966 by P.L. 89-750, provided payments to states for programs and projects for migratory children. Part (A) of Section 103 of P.L. 89-750 states as follows:

> "(A) That payments will be used for projects . . . which are designed to meet the special educational needs of migratory children of migratory agricultural workers, and to coordinate these programs and projects in other states including the transmittal of pertinent information with respect to school records of such children . . ."

Active parent involvement in migrant education has been consistently recognized by Congress in the history of amendments to Title I since 1968. For the first three years, from 1965 to 1968, no policy statements were issued regarding the rights of parents to be involved in the operation of projects using Title I migrant funds. Then in 1968, the U.S. Office of Education issued guidelines which encouraged, but did not require the establishments of district-wide parent advisory councils (PACs). In 1970 Congress passed legislation which strengthened the U.S. Office of Education's position and enabled the Commissioner of Education to mandate the establishment of district parent advisory councils.

The most critical change in federal requirements for parent involvement after 1970 took place with the passage of the 1974 amendments of Title I. For the first time Congress mandated district-wide and local school parent advisory councils. This legislation also required that parent members be "selected by parents."

The 1978 Education Amendment on Migrant Education designed even stronger policies on parent involvement than had previous legislation. This legislation now requires that parent advisory council members be "elected by the parents" (instead of "selected"), that training programs be developed in consultation with council members and that parents should have access to information (**Organizing an Effective Parent Advisory Council**, 1980).

THE MIGRANT AMENDMENT AND PARENT ADVISORY COUNCILS

Public Law 95-561 is an amendment to Public Law 89-750 (the Migrant Amendment). Section 201.12(a)(3)(cv);(5):201.35 of Public Law 95-561 now requires every state education agency requesting migrant funds from the U.S. Department of Education to include in its plan the following information:

1. A description of how the state or local parent advisory councils have participated in the planning of state and local programs.
2. A description of how parent advisory councils will be involved in reviewing the operation and evaluation of state and local programs.

3. A description of how the membership of parent advisory councils at the state and operating agency levels will be selected (when applicable). If a method other than election by parents of eligible migratory children is to be used, the agency must explain why this is necessary.
4. A description of how equitable representation of parents of migratory children from preschool through secondary grades and of currently migratory and formerly migratory status will be achieved.
5. A description of how the state education agency plans to involve the parents in the education of their children at the operating agency level.
6. A description of the agency's strategy for in-service training of staff members and the training of parent advisory council members, which must include the following:
   a) needs and objectives of the training
   b) a timeline for training activities
   c) number and types of staff members, parents and other persons who will be provided with training
   d) the persons who will be responsible for the training
   e) the estimated cost of the training activities.

Public Law 95-561 also requires that:

1. Every operating agency must solicit parental involvement in the planning, operation and evaluation of its project and must establish and consult a parent advisory council.
2. Every state education agency must solicit parental involvement in the planning, operation and evaluation of its state migrant education programs and must establish and consult a parent advisory council.
3. Each state and operating agency parent advisory council must be composed of people who know the needs of migratory children.
4. The membership of each parent advisory council must be elected by parents of eligible migratory children.
5. A majority of the members of each parent advisory council must be elected by parents of children who are being served or who are eligible to be served by migrant education.
6. Every state education agency and each operating agency shall give its parents advisory council the responsibility for advising it about the planning, implementation and evaluation of the state program or the local project, whichever applies.
7. Every state education agency and each operating agency shall without charge provide its parent advisory council, and upon request, each member of its parent advisory council, with a copy of the Title I migrant education statute and any applicable federal or state regulations or guidelines.
8. Every state education agency and each operating agency shall without charge provide its parent advisory councils with any report resulting from federal or state auditing, monitoring or evaluation of the state or local program with which the council is concerned.
9. Every state education agency and, to the extent possible, each operating agency shall provide a program to train the members of its parent advisory council to carry out their responsibilities. The training program shall be developed in the following format:
   a) must be planned in full consultation with members of the parent advisory council
   b) must provide each member of the parent advisory council with appropriate materials
   c) may be supported by migrant education funds, including the expenses associated with the attendance of members at training sessions.

Unless cited otherwise, the information in this section is derived from the **Federal Register** of April 3, 1980.

II. DEFINITION OF MIGRANT CHILD

The criteria used to determine the eligibility of a student as a "migrant" has been defined by federal code. The following criteria were extracted from Part 116d of Title 45 of the Code of Federal Regulations which was amended on September 16, 1978. Complete final regulations are recorded in the **Federal Register**, Part III, dated November 13, 1978.

A **migratory** child is the child of a migratory agricultural worker or a migratory fisherman who moves with his family within a state or from one state to another for the purpose of finding temporary or seasonal employment.

A **currently migratory child** means a child:

(a) Whose parent or guardian is a migratory agricultural worker or a migratory fisher; and

(b) Who has moved within the past twelve months from one school district to another—or, in a state that is comprised of a single school district, has moved from one school administrative area to another—to enable the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity. This definition includes a child who has been eligible to be served under the requirements in the preceding sentence, and who, without the parent or guardian, has continued to migrate annually to enable him or her to secure temporary or seasonal employment in an agricultural or fishing activity.

A **formerly migratory child** means a child who:

(a) Was eligible to be counted and served as a currently migratory child within the past five years, but is not now a currently migratory child;

(b) Lives in an area served by a Title I migrant education project; and

(c) Has the concurrence of his or her parent or guardian to continue to be considered a migratory child.

An **interstate migratory child** is one who has moved with a parent or guardian within the past year across state boundaries . . .

An **intrastate migratory child** is one who resides in a state full-time and who has moved with a parent or guardian within the past year across district boundaries within that state . . .

III. SAMPLE CERTIFICATE OF ELIGIBILITY

(1) School District: _____ (Name)

(2) Campus: _____ (Name) / _____ (ID)

(3) School Year 19__-__

(4) Child Name: _____ (Last) (First)

I. CHILD DATA

(5) Child ID: _____ (Number and Mnemonic)

(6) Child Name: _____ (Last) (First) (Middle Name or Initial)

(7) Sex: Male ☐ Female ☐ (8) Birthdate: ___/___/___ (Month-Day-Year) (9) Birthplace: _____ (City) (State) (Country) (10) Race 1 2 3 4 5 (Circle one)

(11) Legal Parent Name: _____ (First) (Last) (12) Legal Parent Name: _____ (First) (Last)

(13) Verification: ☐Birth Certificate ☐Document ☐Other ☐None (14) Multiple Births: ☐2 ☐Other (Specify) _____

(15) Homebase Address: _____ (Street/P.O. Box) (City) (State) (ZIP code) (Country)

(16) Current Residence: _____ (Street/P.O. Box) (City) (State) (ZIP code)

(17) Current Parent Name: _____ (First) (Last) (18) Current Parent Name: _____ (First) (Last)

II. ELIGIBILITY DATA

These facts certify that (19) _____ (Name of Child) arrived in this district on (20) ___/___/___ (Residency Date—Mo/Da/Yr) (21) from _____ (City) (State)

and enrolled on (22) ___/___/___ (Enrollment Date—Mo/Da/Yr) in grade (23) _____ with a migrant status of (24) 1 2 3 4 5 6 (Circle one) based upon a move with/to join (Circle one)

(25) _____ (Name of worker) (26) _____ (Relationship) This worker's move occurred on/about (27) ___/___/___ (Circle one) (LQM Date—Mo/Da/Yr)

from (28) _____ (LQM City-State-Country) to (29) _____ (LQM City-State)

and enabled the worker to seek and/or obtain temporary or seasonal employment in (30) _____ (Specific qualifying activity)

III. PARENT/GUARDIAN CERTIFICATION DATA

The rules for migrant eligibility, migrant services, and the Migrant Student Record Transfer System have been explained to me. I know that my child's records can be sent to other schools and that I may see and obtain them. If my child becomes a formerly migratory child, I give permission for him/her to be considered a formerly migratory child until his/her eligibility ends provided I can withdraw my permission at any time. I certify that the information listed above is true and correct.

(31) _____ (Signature of ☐Parent ☐Guardian) (32) _____ (Relationship) (33) ___/___/___ (Date—Mo/Da/Yr) (34) _____ (Telephone No. of ☐Parent ☐Guardian)

IV. ELIGIBILITY CERTIFICATION DATA

I certify that I have received training in determining migrant eligibility and the types of migrant services available in this district.

I certify that this student is eligible for migrant services based on the information provided here. To the best of my knowledge, the information is reliable and valid.

(35) _____ (Signature of Interviewer) (36) ___/___/___ (Date—Mo/Da/Yr) (37) _____ (Signature of ☐Superintendent ☐Designee) (38) ___/___/___ (Date—Mo/Da/Yr)

(39) LANGUAGE USED TO EXPLAIN THE CONTENTS OF THIS DOCUMENT:
☐English ☐Spanish ☐Other (Specify) _____

White—LEA or Fiscal Agent Yellow—Data Entry Specialist Pink—Parent or Guardian

IV. BASIC INTERVIEW PATTERN FOR DETERMINING MIGRANT EDUCATION PROGRAM ELIGIBILITY

1. **Has the family (or part of the family) ever moved to seek work**?

   If the answer is **no**, they do not qualify.

   If the answer is **yes**, then ask . . .

2. **When**? When was the last time (most recent) that you moved to seek work?

   If the answer is more than six (6) years ago, they do not qualify.

   If the answer is within the last six (6) years, then ask . . .

3. **Where**? Where did you move **to**?

   If the answer is within the same school district, or to a place outside the United States, its territories or possessions, they do not qualify on that move.

   Where did you move **from**?

   If the answer indicates a move across school district boundaries to a place in the United States, its territories or possessions, then ask . . .

4. **Why**? What kind of work were you looking for?

   If the answer is work that is not related to agriculture, or is permanent work of any kind, or the move was not related to seeking work, they do not qualify.

   If the answer is to seek temporary or seasonal work related to agriculture (hoeing cotton, picking grapes, irrigating oranges, plowing for wheat, packing melons, etc.) then ask . . .

5. **Who**? Who made this move?

   If only the adults moved, none of the children are eligible.

   If only the child (or children) moved at the time being discussed, determine whether this child (or children) made a move in the past with a "migratory agricultural worker" and when the last (most recent) move with that migratory worker occurred. Refer to the definition of a "currently migratory child."

   If a parent or guardian who is a "migratory agricultural worker" and one or more of the children made the move, you have now gathered the facts necessary to determine eligibility and may proceed with completing the Certificate of Eligibility (COE).

V. DEFINITION OF 143 PROJECTS

Interstate and Intrastate Coordination Program

Congress, beginning in 1966, stressed cooperation among states by encouraging states to coordinate programs with similar programs in other states. In 1978, in Section 143 of Public Law 95-561, Congress provided for a discretionary grant program to be available to state educational agencies. The purpose was to "...improve the interstate and intrastate coordination among state and local educational agencies of the educational programs available for migratory children." This effort was first funded in fiscal year 1981 (FY'81) in the amount of $2,600,000. The amounts available for FYs '82, '83 and '84 respecitvely were $3,104,190; $2,066,692; and $2,082,891.

During FY'81, 12 projects were funded in ten states; FY'82, 24 projects in 14 states; FY'83, 13 projects in seven states; and FY'84, 16 projects in 11 states. A total of 65 projects have been funded to date.

Each grantee is responsible for developing and distributing a product package nationwide. Each package will tell what is done, its cost-effectiveness and feasibility for duplication in the Section 141 program, as well as problems encountered. Each package will also contain any materials that were developed with an opportunity for comment and inquiry.

The entire focus of this program is product oriented. The effort is a collective group process. It is not intended for the states to compete with one another, but rather, to cooperate toward a common goal. The goal is to develop models which will be adapted or adopted by all states to improve services to migrant children.

Awarding of funds should involve the shortest project period cycle and provide maximum administrative and operational flexibility.

*(Contact the state migrant office for more information concerning possible materials available in your state.)

VI. EDUCATION RECORD FORM

DATE

MIGRANT STUDENT EDUCATIONAL RECORD

PAGE OF

STUDENT ID

BIRTH DATA

SEX #
DOB #
VER #
AGE #
MULTIPLE BIRTHS #

CITY :
COUNTY :
STATE :
COUNTRY:

TERMINATION
TYPE:
DATE:

P.I.G.:

PARENT DATA

LEGAL PARENTS:

CURRENT PARENTS:

HOME BASE

CURRENT RESIDENCE

LAST QUALIFYING MOVE:
MOVED FROM: _____, __, _____
MOVED TO: _____, __, _____

END OF ELIGIBILITY:

SCHOOL HISTORY DATA

CURRENT SCHOOL: SCHOOL ID:
MED.RECORD ADDRESSEE:

PREVIOUS SCHOOL: SCHOOL ID:
STREET ADDRESS: (SM:)
CITY:
STATE: ZIP: PHONE:

SM	SCHL ID ST	SCHL	DATE REG.	DATE ENROLL	DATE WITHDR	DAYS ENR	DAYS PRS	DAYS %	GR LV	M S	E T

EDUCATION-HEALTH LINKAGE

E-H # MESSAGE: CONTACT:

SECONDARY CREDIT DATA

MINIMUM GRADUATION REQUIREMENTS OF DESIGNATED HIGH SCHOOL

CONTACT: PH: PH:

REQUIRED SUBJECT	GRADES TAUGHT	NO. TERMS REQ'D	TYPE OF TERM	MIN. NO. CLOCK HRS. PER TERM	EXPLANATION
TOTAL					

PROFICIENCY TEST:

CLASS SCHEDULE FROM MOST RECENT REPORTING SCHOOL

SUBJECT	COURSE TITLE	SM	COURSE GRADE LEVEL	PARTIAL WORK % GR.	PARTIAL WORK CLOCK HRS IN CLASS	CREDIT GRANTED GR.	CREDIT GRANTED NO. OF TERMS	CREDIT GRANTED TYPE OF TERM	TERM	YR

MOST RECENT REPORTING SCHOOL:

CONTACT:

DATE | MIGRANT STUDENT EDUCATIONAL RECORD | PAGE OF | STUDENT ID

RECOMMENDED COURSES

PH:

SH LINE ID:
CONTACT NAME: TITLE: PHONE:

COURSE TITLE	GRADE LEVEL	TERM TYPE	TERM	YEAR	EXPLANATION

SECONDARY CREDIT ACCRUAL

GRADE

SUBJECT	COURSE TITLE	SH	PARTIAL WORK: X GR.	PARTIAL WORK: CLOCK HRS IN CLASS	CREDIT GRANTED: GR	CREDIT GRANTED: NO. OF TERMS	TYPE OF TERM	TERM	YR	SCHOOL NAME *	TELEPHONE

* SCHOOL ADDRESS(ES) (ALPHABETICAL):

SECONDARY CREDIT REPORTING FORM

SUBJECT	COURSE TITLE	COURSE GRADE LEVEL	PARTIAL WORK: X GRADE	PARTIAL WORK: CLOCK HRS IN CLASS	CREDIT GRANTED: FINAL GRADE	CREDIT GRANTED: NO. OF TERMS	CREDIT GRANTED: CONSOLIDATED SH LINES	TYPE OF TERM	TERM	YEAR

INITIAL ENTRY OR CHANGE OF DESIGNATED HIGH SCHOOL

SCHOOL CITY STATE

0000803 DATE

AR RRFS 00003 STUDENT ID

MIGRANT STUDENT EDUCATIONAL RECORD

SECONDARY CREDIT DATA

SECONDARY CREDIT REPORTING FORM

SUBJECT	COURSE TITLE	COURSE GRADE LEVEL	PARTIAL WORK % GRADE	PARTIAL WORK CLOCK HRS IN CLASS	CREDIT GRANTED FINAL GRADE	CREDIT GRANTED NO. OF TERMS	CREDIT GRANTED CONSOLIDATED SH LINES	TYPE OF TERM	TERM	YEAR

SCHOOL | INITIAL ENTRY OR CHANGE OF DESIGNATED HIGH SCHOOL | CITY | STATE | YEAR OF GRADUATION

EDUCATIONAL SKILLS

(STATEMENTS MAY APPEAR FROM THE ORIGINAL OR THE 1987 EDITION OF THE READING, MATH, OR ORAL LANGUAGE SKILLS LIST)

MATH SKILLS

MATH SKILLS MASTERED (MOST RECENTLY REPORTED)

CODE | SUBTOPIC OR SKILL | MASTERY DATE | SH

CODE | MASTERY DATE

MATH SKILLS UNDER STUDY

CODE | SUBTOPIC OR SKILL | SH | DATE REPORTED

CODE

READING SKILLS UNDER STUDY

CODE | SUBTOPIC OR SKILL | INSTR LEVEL | SH | DATE REPORTED

CODE | INSTR LEVEL

READS IN: PUBLISHER:

ORAL LANGUAGE SKILLS UNDER STUDY

CODE | LANG | SUBTOPIC OR SKILL | SH | DATE REPORTED

CODE | LANG

LANGUAGE PROFICIENCY LEVEL IS - , AS DETERMINED BY A TEST GIVEN ON

EARLY CHILDHOOD SKILLS UNDER STUDY

CODE | SUBTOPIC OR SKILL | SH | DATE REPORTED

CODE

****EDUCATION RECORD CONTINUED NEXT PAGE****

0000004 AR BRFS 00004

DATE

MIGRANT STUDENT EDUCATIONAL RECORD PAGE 4 OF 4 STUDENT ID

SUPPORTIVE DATA

CURRENT SUPPLEMENTAL PROGRAMS

NAME	CODE	DATE START	DATE END	HRS CUR

PREVIOUS SUPPLEMENTAL PROGRAMS

NAME	CODE	DATE START	DATE END	HOURS LAST	HOURS CUM	SH

* - SERVICES PAID FOR PARTIALLY OR TOTALLY BY MIGRANT EDUCATION FUNDS

LANGUAGE(S) FOR INSTRUCTION

LANGUAGE	ASSESSMENT DATES FORMAL	INFORMAL	SH

SPECIAL TALENT

DATE	NAME	SH

TEST DATA

NAME	CODE	FORM	LVL	SCORE	T	DATE ADMIN.	H	SH

SPECIAL EDUCATION CONTACT DATA

CONTACT:

FOLLOW-UP CODES:

VARIABLE	COND1	COND2
CONDITION		
IEP AVAILABILITY		
SPEC ED SERVICES		
RELATED SERVICES		

VII. HEALTH RECORD FORM

DATE

PAGE STUDENT'S NAME

MIGRANT STUDENT HEALTH RECORD

BIRTH DATA PLACE OF BIRTH

SEX =
DOS =
VER =
AGE =
MB =

LEGAL PARENTS

CURRENT PARENTS

HOME BASE

CURRENT RESIDENCE

RECENT HEALTH PROVIDERS

CURRENT SCHOOL

PROBLEM LIST

ICD GROUP	CONDITION	PROB FREQ	EARLIEST INCIDENCE PROV	ENC #	DATE	LATEST INCIDENCE PROV	ENC #	DATE

PATIENT HISTORY

FAMILY HISTORY

SCREENING DATA AND LABS

IMMUNIZATION DATA

LISTING OF HEALTH PROBLEMS BY PROBLEM TYPE AND ENCOUNTER DATE

VIII. ACRONYMS COMMONLY USED IN MIGRANT PROGRAMS

ADA—Average Daily Attendance

CAMP—College Assistance Migrant Program

CAPM—Computer Assisted Placement in Math

CAPR—Computer Assisted Placement in Reading

CEP—Compensatory Education Programs

ECIA—Education Consolidation and Improvement Act

ESL—English as a Second Language

FTE—Full-Time Equivalency

HEP—High School Equivalency Project

LEA—Local Education Agency

LEP—Limited English Proficiency

MEMO—Migrant Education Messages and Outlook (publication)

MSRTS—Migrant Student Record Transfer System

NASDME—National Association of State Directors of Migrant Education

PAC—Parent Advisory Council

PASS—Portable Assisted Study Sequence Program

PROJECT CHILD—Comprehensive Help for Individual Learning Differences

SEA—State Education Agency

SIS—Skills Information System

USED—United States Education Department

IX. HEALTH SCREENING STANDARDS

The following standards are included as a general reference only. It would be advisable to check with the local state office of maternal and child health for specific guidelines for your individual state.

A. Standards for Hearing Screening*

Frequencies to be used at 20 dB with pure-tone Audiometer:

1,000 Hz

2,000 Hz

4,000 Hz

8,000 Hz

500 Hz may be used in an unusually quiet environment.

If ambient noise levels appear to be excessively high, screening tests may be done at 25 dB.

Child fails if he or she does not respond at one or more screening frequencies in either ear.

REFERRAL

Medical/audiological evaluation may be indicated because of history and/or physical examination findings.

If upon rescreening, the child does not respond at the screening levels for one or more frequencies in one or both ears, she or he should be referred for medical or audiological evaluation.

B. Standards for Vision Screening*

Vision should be checked by the examiner. Relevant history and physical findings should be noted. It is important to identify problems (e.g., strabismus, infections, injuries, cataracts and suonormal vision) as early as possible and refer for appropriate care.

THREE YEARS TO NINE YEARS

At three years begin use of the Snellen "E" or alphabet chart, well lighted, from 20 feet. Each eye should be checked individually. Pass* with acuity of 20/30 or better.

TEN YEARS AND OVER

Use Snellen alphabet chart, well lighted, from 20 feet. Each eye should be checked individually. Pass* with acuity of 20/20. *Passing score on a line consists of reading the **majority** of letters on that line.

REFERRAL

Refer by examination and/or history if problems are found. If the screening results for acuity are marginal, rescreening before referral is recommended for the preschool child. It is helpful to ask the parents to practice with the child the week before the appointment. Begin this exam with the previously defective eye. If the child fails to meet the acuity standards at the second screening, refer.

Refer all age groups if there is a two-line difference between the two eyes even though the worst eye is within the passing range. For instance, a three year old who has 20/20 vision in one eye and 20/40 in the other, should be referred.

Refer if children do not pass with each eye at the age appropriate acuity.

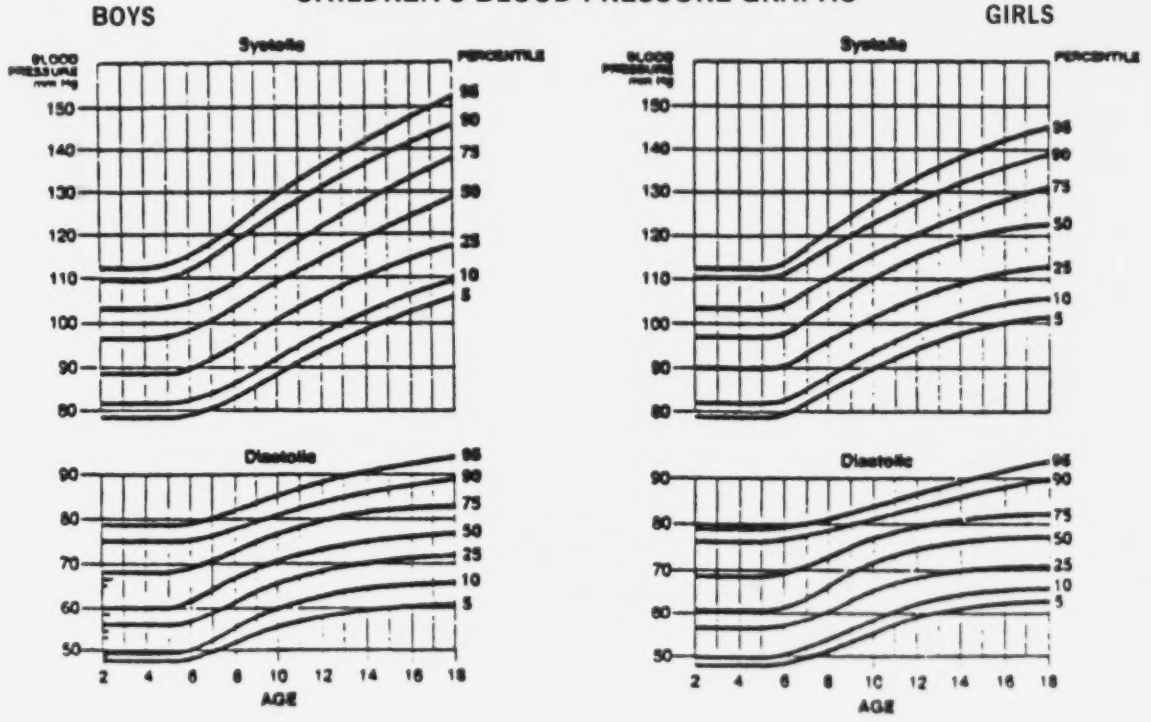
Children who wear glasses should not be tested while wearing their glasses. If acuity is "normal" while wearing glasses, annual checkups should be recommended. If acuity while wearing glasses is abnormal, further evaluation is required unless a recent examination has assured that the best possible correction has been achieved.

*Source: **Washington State Maternal and Child Health Clinical Services Program Manual.**

C. Standards for Blood Pressure*

Blood pressure determination should be initiated at three years of age, made at each subsequent child health maintenance checkup and recorded on the appropriate graph. If there is parental hypertension or familial history of premature hypertension (under 50 years of age), stroke, coronary artery disease, kidney disease or kidney failure of unknown cause, blood pressure should be measured regularly beginning in infancy.

CHILDREN'S BLOOD PRESSURE GRAPHS



REFERRAL

If the child's blood pressure is significantly elevated (95 percentile or above; 140/90 in children under 13 years of age; 150/90 in adolescents) and/or he is symptomatic on the first visit, **refer immediately.**

A child who is **asymptomatic** with a blood pressure reading above the 90 percentile should be rescreened in two to four weeks. If the blood pressure remains elevated, rescreen again within a similar time period. If the blood pressure is above the 90 percentile on the third screening, refer to a physician.

D. Standards for Anemia Screening*

Guidelines for Determining Iron Deficiency Anemia

Age in Years	Low Hematocrit	Low Hemoglobin
* 2 Weeks	<42%	<13 gms
* 3 Weeks	<33%	<10 gms
** Under 1	<33%	<10 gms
** 1	<33%	<10 gms
** 2-5	<34%	<11 gms
** 6-13	<37%	<12 gms
** 14 (Males)	<40%	<13 gms
** 14 (Females)	<37%	<12 gms

REFERRAL

Result should be compared against standards and referral or therapy initiated if results fall below guidelines.

*Source: **Washington State Maternal and Child Health Clinical Services Program Manual.**

E. Standards for Hemoglobinopath (Including Sickle Cell) Screening* (Disease and Trait)

TESTING

Every person with the following ancestry should have the opportunity to be tested unless screening has previously been done:

Blacks

Mediterranean ancestry (e.g., Greek, Italian, Gypsy, Turkish)

Latin Americans from coastal areas of the Caribbean and South America

Southeast Asians.

Because of the genetic implications it is most important that adolescents and individuals of child-bearing age not previously tested be given this option.

Parents and the child, if old enough, should have information/counseling about the disease **before** testing is done. They must be given the right to decline the test if they wish.

F. Standards for Urine Testing*

If the results of the Uristix test are plus one or greater for either albumen or glucose, or the student history gives reason to suspect a urinary tract abnormality then an additional strip is used to identify the presence of blood, acetone, pH, protein, glucose, ketones and bilirubin. This information is then recorded on the physical examination form in the same manner as indicated above.

Urinalysis (Albumen)	Negative	NA	(no abnormality)
	Trace	NA	(no abnormality)
	30	AB	(abnormal)
	100	AB	(abnormal)
	300	AB	(abnormal)
	1000	AB	(abnormal)
Urinalysis (Sugar)	Negative	NA	(no abnormality)
	Trace 1/10	NA	(no abnormality)
	1/4	AB	(abnormal)
	1/2	AB	(abnormal)
	1	AB	(abnormal)
	2 and more	AB	(abnormal)

REFERRAL

Children with positive history or physical findings should be referred. If any test of the dip stick is positive, except protein, a repeat test should be done immediately on a fresh urine sample and referral made if still positive.

If protein is positive, the test should be repeated on a first voided urine in the morning and then referred if still positive. This should be done within four weeks if history and physical examination are negative.

Children over five with enuresis and diurnal enuresis (wetting during the day) and all those with secondary enuresis (children who have developed bladder control for at least three months, but who have subsequently lost it) should be referred to a physician for a complete evaluation.

*Source: **Washington State Maternal and Child Health Clinical Services Program Manual.**

G. Standards for Tuberculosis Screening*

TESTING

The Mantoux using PPD-T, 5TU skin testing material. In individuals with a history of exposure to tuberculosis or with symptoms suggesting tuberculosis, the Mantoux must be used.

CHILDREN TO TEST

All children, 12 months and older, who have had no prior tuberculin testing should be tested on the initial visit.

Children listed below should have additional periodic testing every one to two years:

1. All children whose social or family history suggest possible exposure to tuberculosis.
2. All children from specific communities or ethnic groups where tuberculosis cases are occurring.
3. All children who have had contact with a known case of tuberculosis should be tested and followed through the tuberculosis program.

READING

The site of the Mantoux test must be examined from 48-72 hours after application. Reactions before 48 hours are not significant unless they persist. When reading test site of multiple puncture tests follow the manufacturer's directions for timing of the reading. Reliable parents can be instructed to check the tests site in two days. Any swelling or redness noted should be checked by the clinic or public health nurse.

CRITERIA FOR INTERPRETING THE TEST

Only induration (swelling that can be felt by the examiner) is significant. Erythema (redness) without induration does not indicate infection.

H. Standards for Increased Lead Absorption Screening*

TESTING

All children between ages one and six who live in poorly maintained buildings built before 1960, who visit relatives, friends or babysitters in such buildings, or who obtain day care in such buildings, should be screened unless careful epidemiological surveys have shown that lead poisoning is not a problem in the community. Any child known to be exposed to other sources of lead, such as industrial lead fumes, homes adjacent to busy freeways, streets or shopping centers, folk medicines such as azarcon, hobbies requiring lead materials, (e.g., stained glass work), some printed materials and the burning of leaded materials, e.g., colored newspaper, painted wood from old buildings, etc.), should also be screened. Children should also be screened if parents work in lead related occupations. Workers in these jobs can bring home lead dust on shoes, clothing and tools.

Symptoms or findings in the history of possible lead absorption in children are:

1. Pica
2. Anemia
3. Hyper-irritability; hyperkinetic and aggressive behavior
4. Chronic GI upset (cramping, anorexia, sporadic vomiting, severe constipation)
5. Poor progress in school, decreased play activity and developmental regression.

*Source: **Washington State Maternal and Child Health Clinical Services Program Manual.**

X. BLOOD PRESSURE STANDARDS*

- All reading on mercury manometers are read at the top of the meniscus.
- Systolic reading is the point at which the initial tapping sound is heard for at least two consecutive beats.
- Diastolic reading for adults is 2 mmH below the last sound heard, which is the disappearance of sound.
- Diastolic reading for children 0-18 years is the Fourth Korotkoff phase.
- Remember to consider and record all stressors on the patient such as temperature, anxiety, full bladder, smoking, food or drink, activity, etc.
- If the sounds were faint:

  Inflate the cuff more rapidly.
  Recheck the placement of stethoscope over the brachial artery.
  Eliminate extraneous noise.
  Ask client to elevate his or her arm for 10-15 seconds, then rapidly
  Inflate the cuff to peak inflation level while arm is elevated,
  Lower arm and proceed with measurement.

Standards for Referral

Adult

Anyone over 18 with systolic	less than 140 mm Mg	Recheck annually
Any adult under 50 years of age with a systolic	140-150 mm Mg	Recheck within 3 months
	greater than 150 mm Mg	Recheck within one month refer to physician if elevated on third re-check
Any adult 50 years of age or older with a systolic	160 mm Mg or greater	Recheck within one month refer to physician if elevated on third re-check
Any adult with a systolic	180 mm Mg or greater	Contact physician
Anyone over 18 with a diastolic	less than 90 mm Mg	Recheck annually
	90 mm Mg or greater	Recheck within one month. Refer to physician if elevated on third recheck.
	115 mm Mg or greater	Contact Physician

* Source: **Washington State Maternal and Child Health Clinical Services Program Manual. Use at your discretion.**

- AN ELEVATION IN **EITHER** DIASTOLIC OR SYSTOLIC IS CONSIDERED "AN ELEVATED READING."
- If the individual's blood pressure was elevated for his/her age, ask him or her to sit quietly for 5-10 minutes and **repeat** the measurement.
- If the second blood pressure reading is elevated, follow-up is indicated. To prevent over-referral, a client with an elevated blood pressure should have two blood pressure measurements on **three** different occasions using the standards above before initiating physician referral. This will eliminate false positives and provide the physician with a series of measurements over a period of time, which can help in treatment decisions.

Pediatric Standards for Referral

Age	**"High Normal Reading" 95th Percentile**	recheck within 1-4 weeks
3-5	112/78 or greater	refer to physician if
6	116/80 or greater	"Sustained Elevated" on
7	120/82 or greater	third recheck
8	124/84 or greater	
9	128/86 or greater	
10	130/86 or greater	
11	134/88 or greater	
12	136/88 or greater	
13	138/88 or greater	
14-18	140/90 or greater	

- The term "High Normal" is used for a reading at or greater than the 95th percentile and "Sustained Elevated" is used for "High Normal" readings on three or more consecutive occasions.
- DIASTOLIC is recorded as **Fourth** Korotkoff sound.
- AN ELEVATION IN **EITHER** DIASTOLIC OR SYSTOLIC IS CONSIDERED "HIGH NORMAL" ("SUSTAINED ELEVATED").
- With the focus on primary prevention, it has been suggested that a child with a blood pressure above the 75th percentile should be re-evaluated, especially if there is a family history of hypertension.

Age	**At Greater Risk 75th Percentile**	
	Male	**Female**
3-5	104/68	104/68
6	106/72	106/72
7	108/74	108/74
8	112/76	112/76
9	116/78	116/78
10	118/80	118/80
11	120/80	120/80
12	124/80	124/80
13	126/82	124/82
14	128/84	126/82
15	132/84	128/84
16	134/84	130/84
17	136/84	130/84
18	140/84	132/84

Risk Factors Associated with High Blood Pressure

- Studies show that the tendency to develop high blood pressure runs in families.

*Source: **Washington State Maternal and Child Health Clinical Services Program Manual. Use at your discretion.**

Figure 1

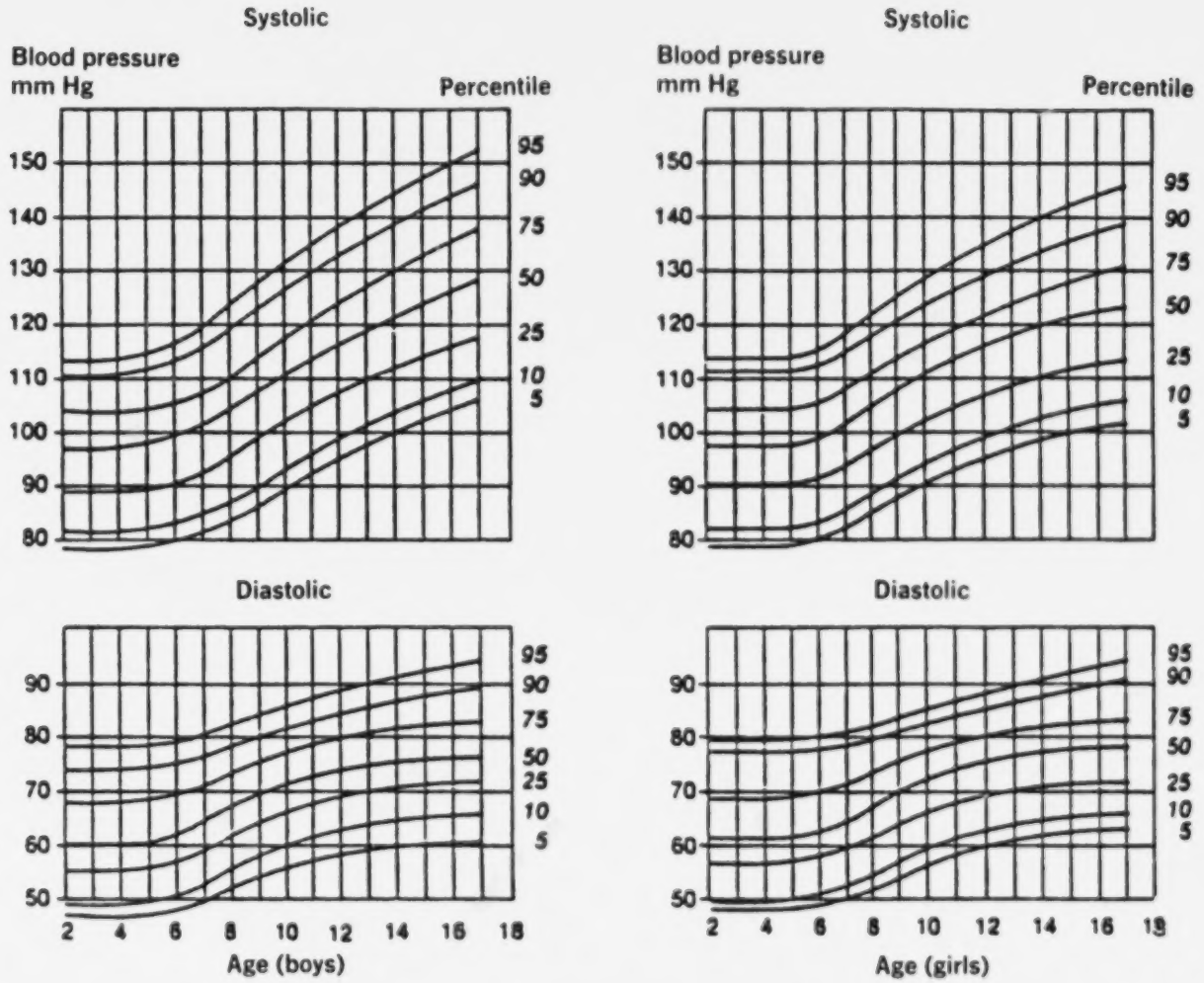


Figure 1. Percentiles of blood pressure measurement in boys and girls (right arm, seated)*

*Grids available from High Blood Pressure Information Center, 120/80, NIH, Bethesda, MD 20014

*Source: **Washington State Maternal and Child Health Clinical Services Program Manual. Use at your discretion.**

XI. INFORMATION RESOURCES FOR PATIENT DISEASE/HEALTH PROBLEMS

Following is a list of organizations dedicated to gathering and disseminating information related to specific health problems. These organizations typically sponsor research, conduct meetings, publish reports, and furnish speakers. You will find within these associations, foundations and societies a wealth of information useful to your nursing education and patient education programs.

Organizations, on the local level, frequently sponsor self-help groups. A centralized information resource is the Self-Help Institute at Northwestern University. The institute researches such groups and assists individuals in locating specifically appropriate groups. For more information contact: The Self-Help Institute, Center for Urban Affairs, Northwestern University, 2040 Sheridan Road, Evanston, IL 60201.

ALCOHOLISM
Al-Anon, Family Group Headquarters
1 Park Avenue
New York, NY 10016
212/481-6565

Alcoholics Anonymous
175 Fifth Avenue
New York, NY 10010
212/473-6200

National Council on Alcoholism
733 Third Avenue
New York, NY 10017

ALLERGY
National Allergy Institute
9000 Rockville Pike
Bethesda, MD 20892
(301) 496-4000

Hay Fever Prevention Society
Roswall Gardens, Suite 2-G
2300 Sedgwick Avenue
Bronx, NY 10468
212/295-1069

ALZHEIMER'S DISEASE
Alzheimer's Disease and Related Disorders Association
2 West 45th Street
New York, NY 10017
212/719-4744

AMYOTROPHIC LATERAL SCLEROSIS
ALS Society of America
Suite 315
Ventura Boulevard
Sherman Oaks, CA 91403
213/990-2151

Center for Neurologic Study
Suite H
11211 Sorrento Valley Road
San Diego, CA 92121
714/455-5462

National ALS Foundation Incorporated
185 Madison Avenue
New York, NY 10016
212/679-4016

ANEMIA
Cooley's Anemia Foundation, Inc.
420 Lexington Avenue
New York, NY 10017
212/679-7750

ARTHRITIS
Arthritis Foundation
3400 Peachtree Road, N.E.
Atlanta, GA 30326
404/266-0795

Arthritis Rehabilitation Center
1234 19th Street N.W.
Washington, DC 20036

ASTHMA
National Asthma Center
3800 E. Colfax Avenue
Denver, CO 80206
303/388-4461

National Foundation for Asthma
P.O. Box 50304
Tucson, AZ 85703
602/624-7481

AUTISM
National Society for Autistic Children
Suite 1017
1234 Massachusetts Avenue, N.W.
Washington, DC 20005
202/783-0125

BIRTH DEFECTS
National Foundation—March of Dimes
Box 200
White Plains, NY 10602
914/428-7000

National Genetics Foundation, Inc.
250 West 57th Street
New York, NY 10019
212/265-3166

BLINDNESS
American Foundation for the Blind
15 West 16th Street
New York, NY 10011
212/620-2000

Blinded Veterans Association
1735 DeSales Street, NW
Washington, DC 20036
201/347-4010

National Society for the Prevention of Blindness
79 Madison Avenue
New York, NY 10016
212/684-3505

BLOOD
American Association of Blood Banks
1117 N. 19th Street
Suite 600
Arlington, VA 22209
703/528-8200

Blood Research Foundation
1750 Pennsylvania Avenue, N.W.
Washington, DC 20006
202/393-7900

Children's Blood Foundation
342 Madison Avenue
New York, NY 10017
212/687-1564

National Rare Blood Club
164 Fifth Avenue
New York, NY 10010
212/243-8037

BRAIN DISEASE
Association for Brain Tumor Research
Suite 400
6232 North Pulaski Road
Chicago, IL 60646
312/286-5571

Children's Brain Disease Foundation
Suite 900
350 Parnassus
San Francisco, CA 94117
415/566-5402

BRAIN DISEASE—MINIMAL BRAIN DYSFUNCTION
Association for Children with Learning Disabilities
4156 Library Road
Pittsburgh, PA 15234
412/341-1515

National Easter Seal Society
2023 West Ogden Avenue
Chicago, IL 60612
312/243-8400

BURNS
Action Against Burns, Inc.
P.O. Box 239
Charlestown, MA 02129
617/241-8674

American Burn Association
New York Hospital—Cornell Medical Ctr.
525 East 68th Street, Room F0758
New York, NY 10021
212/744-4447

International Society for Burn Injuries
4200 East Ninth Avenue, C309
Denver, CO 80262
303/394-8718

National Burn Federation
3737 Fifth Avenue, Suite 206
San Diego, CA 92103
714/291-4766

CANCER
American Association for Cancer Education, Inc.
Albany Medical College
Albany, NY 12208
518/445-5037

American Cancer Society
777 Third Avenue
New York, NY 10017
212/371-2900

Cancer Care, Incorporated
One Park Avenue
New York, NY 10016
212/679-5700

Cancer Information Service
1825 Connecticut Avenue, NW
Suite 218
Washington, DC 20009
212/483-2600

CANCER (continued)
Candlelighters Foundation
123 Street, S.E.
Washington, DC 20003
202/544-1696

Leukemia Society of America, Incorporated
800 Second Avenue
New York, NY 10017
212/873-8484

Make Today Count
P.O. Box 303
Burlington, ID 52601
319/754-6521

Ronald McDonald House
500 North Michigan Avenue
Chicago, IL 60611
312/836-7100

United Ostomy Association, Incorporated
2001 West Beverly Blvd.
Los Angeles, CA 90057
213/413-5510

CEREBRAL PALSY
United Cerebral Palsy Association
66 East 34th Street
New York, NY 10016
212/481-6300

The National Easter Seal Society
for Crippled Children and Adults
2023 Ogden Avenue
Chicago, IL 60611
312/243-8400

CLEFT PALATE
American Cleft Palate Association
331 Salk Hall
University of Pittsburgh
Pittsburgh, PA 15261
412/681-9620

CYSTIC FIBROSIS
National Cystic Fibrosis Foundation
Suite 309
6000 Executive Boulevard
Rockville, MD 20852
301/881-9130

Cystic Fibrosis Foundation
60 East 42nd Street
New York, NY 10010
212/986-8783

DEAFNESS
Alexander Graham Bell Association
for the Deaf, Inc.
3417 Volta Place, NW
Washington, DC 20007
202/337-5220

American Deafness and Rehabilitation
Association
814 Thayer Avenue
Silver Spring, MD 20910
301/589-0880

Deafness Research Foundation
555 East 34th Street
New York, NY 10017
212/684-6566

National Association of the Deaf
814 Thayer Avenue
Silver Spring, MD 20910
301/587-1788

National Hearing Aid Society
20361 Middlebelt Road
Livonia, MI 48152
313/478-2610

DIABETES
American Diabetes Association
Two Park Avenue
New York, NY 10016
212/683-7444

Juvenile Diabetes Foundation
23 East 26th Street
New York, NY 10010
212/889-7575

DOWN'S SYNDROME
National Association for Down's Syndrome
P.O. Box 63
Oak Park, IL 60303
312/543-6060

DYSAUTONOMIA
Dysautonomia Foundation, Incorporated
370 Lexington Avenue
New York, NY 10017
212/889-0300

DYSTONIA
The Dystonia Foundation, Incorporated
425 Broad Hollow Road
Melville, NY 11747
516/249-7799

Dystonia Medical Research Foundation
Suite 416
9615 Brighton Way
Beverly Hills, CA 90210
213/272-0353

ELDERLY
Grey Panthers
3635 Chestnut Street
Philadelphia, PA 19104
215/382-3300

National Council on the Aging
600 Maryland Avenue, SW
Washington, DC 20024
202/479-1200

EMPHYSEMA
Emphysema Anonymous
1364 Palmetto Avenue
Ft. Myers, FL 33902
813/334-4226

EPILEPSY
American Epilepsy Society
Dept. of Neurology
Reed Neurological Research Center
710 Westwood Plaza
Los Angeles, CA 90024
213/825-5745

Epilepsy Foundation of America
Suite 406
4351 Garden City Drive
Landover, MD 20758
301/459-3700

HEADACHE
National Migraine Foundation
5214 North Western Avenue
Chicago, IL 60625
312/878-7715

HEAD INJURY
National Head Injury Foundation
280 Singletary Lane
Framingham, MA 01701
617/879-7473

HEART DISEASE
American Heart Association
7320 Greenville Avenue
Dallas, TX 75231
214/750-5300

Coronary Club, Inc.
Room 200
3659 Green Road
Cleveland, OH 44122
216/292-7120

Mended Hearts
721 Huntington Avenue
Boston, MA 02115
617/732-5609

HEMOPHILIA
National Hemphilia Foundation
19 West 34th Street
New York, NY 10001
212/563-0211

World Federation of Hemophilia
Suite 2902
1155 Dorchester Boulevard, West
Montreal, Quebec, Canada H3B 2L3
514/866-0442

HIATAL HERNIA
American Digestive Disease Society
420 Lexington Avenue
New York, NY 10017
212/687-3088

HUMAN GROWTH HORMONE—HGH
National Pituitary Agnecy
Suite 503-7
210 West Fayette Street
Baltimore, MD 21201
301/834-2552

HUNTINGTON'S DISEASE
Committee to Combat Huntington's
Disease
Suite 2016
250 West 57th Street
New York, NY 10019
212/757-0443

Hereditary Disease Foundation
Suite 1204
9701 Wilshire Boulevard
Beverly Hills, CA 90212
213/274-5443

National Huntington's Disease Association
128A East 74th Street
New York, NY 10021
212/744-0302

HYPERTENSION
High Blood Pressure Information Center
120/80 National Institutes of Health
Bethesda, MD 20205

HYPOGLYCEMIA
Adrenal Metabolic Research Society
of the Hypoglycemia Foundation
153 Pawling Avenue
Troy, NY 12180
518/272-7154

ILEITIS AND COLITIS
National Foundation for Ileitis and
Colitis, Incorporated
295 Madison Avenue
New York, NY 10017
212/685-3440

Western Region Office
12012 Wilshire Boulevard #201
Los Angeles, CA 90025
213/826-8811)

KIDNEY
National Association of Patients on
Hemodialysis and Transplantation
505 Northern Boulevard
Great Neck, NY 11021
516/482-2720

National Kidney Foundation
Two Park Avenue, Room 908
New York, NY 10016
212/889-2210

LEPROSY
American Leprosy Missions
1262 Broad Street
Bloomfield, NJ 07003
201/338-9197

Damien Dutton Society for Leprosy Aid, Inc.,
616 Bedford Avenue
Bellmore, NY 11710
516/221-5829

LIVER
American Association for the Study of Liver Diseases
Veterans Administration Hospital
First Avenue at East 24th Street
New York, NY 10010
212/686-7902

American Liver Foundation
30 Sunrise Terrace
Cedar Grove, NJ 07009

The Children's Liver Foundation, Inc.
28 Highland Avenue
Maplewood, NJ 07040
201/761-1111

LUNG
American Lung Association
1740 Broadway
New York, NY 10010
212/245-8000

Black Lung Association
1026 Quarrier Street
Charleston, W. VA 25301
304/347-7100

LUPUS
National Lupus Erythematosus Foundation
Suite 206
5430 Van Nuys Boulevard
Van Nuys, CA 91401
231/885-8787

National Lupus Foundation
P.O. Box 2058
Falls Church, VA 22042

MATERNAL AND CHILD HEALTH
American Association for Maternal and Child Health, Inc.
P.O. Box 965
Los Altos, CA 94022
415/964-4575

Association for Children with Learning Disabilities
5225 Grace Street
Pittsburgh, PA 15236
412/881-1191

LeLeche League International
9616 Minneapolis Avenue
Franklin Park, IL 60131
312/455-7730

Maternity Center Association
48 East 92nd Street
New York, NY 10028
212/369-7300

MENTAL HEALTH
Recovery, Inc. (Association of Nervous and Former Mental Patients)
116 South Michigan Avenue
Chicago, IL 60603
312/263-2292

MULTIPLE SCLEROSIS
National Multiple Sclerosis Society
205 East 42nd Street
New York, NY 10017
212/986-3240

MUSCULAR DYSTROPHY
Muscular Dystrophy Association, Inc
810 Seventh Avenue
New York, NY 10019
212/586-0808

MYASTHENIA GRAVIS
Myasthenia Gravis Foundation, Inc
15 East 26th Street
New York, NY 10010
212/889-8157

NARCOLEPSY
American Narcolepsy Association
P.O. Box 5846
Stanford, CA 94305
415/591-7979

Association of Sleep Disorders Centers Department of Psychiatry, T-10; HSC
State University of New York
Stony Brook, NY 11794

NEUROFIBROMATOSIS
National Neurofibromatosis Foundation, Incorporated
Room 21H
340 East 80th Street
New York, NY 10021

NEUROTIC DISORDERS
Neurotics Anonymous
3636 16th Street, NW
Washington, DC 20005
202/628-4379

NUTRITION
American Dietetic Association
430 North Michigan Avenue
Chicago, IL 60611
312/280-5000

OSTOMY
United Ostomy Association
2001 Beverly Boulevard
Los Angeles, CA 90057
213/413-5510

PARAPLEGIA
National Spinal Cord Injury Foundation
369 Elliot Street
Newton Upper Falls, MA 02164
617/964-0521

Paralysis Cure Research Foundation
Suite 501
100 Maryland Avenue, NE
Washington, DC 20002
201/547-4777

PARKINSON'S DISEASE
American Parkinson Disease Association
Suite 417
116 John Street
New York, NY 10033
212/732-9550

Parkinson Disease Foundation
640 West 168th Street
New York, NY 10032
212/923-4700

United Parkinson Foundation
220 South State Street
Chicago, IL 60604
312/922-9734

PEPTIC ULCER
Center for Ulcer Research and Education
Building 115, Room 217
VA Wadsworth Hospital
Los Angeles, CA 90073
213/825-5091

National Institute of Arthritis, Diabetes, and Digestive and Kidney Diseases
National Institutes of Health
Bethesda, MD 20205
301/496-4000

PHOBIAS
The Phobia Clinic
White Plains Hospital
41 East Post Road
White Plains, NY 10601
914/681-0600

PSORIASIS
National Psoriasis Foundation
Suite 200
6415 SW Canyon Ct.
Portland, OR 97221
503/297-1545

Psoriasis Research Foundation
107 Vista del Grande
San Carlos, CA 94070
415/593-1394

RESPIRATORY DISEASES
American Assn. for Respiratory Therapy
1720 Regal Row
Dallas, TX 75235
214/630-3540

American Lung Association
1740 Broadway
New York, NY 10019
212/245-8000

REYE'S SYNDROME
American Reye's Syndrome Association
Suite 203
701 South Logan
Denver, CO 80209
303/777-2592

National Reye's Syndrome Foundation
P.O. Box 829
Bryan, OH 43506
419/636-2679

RHEUMATISM
American Rheumatism Association
3400 Peachtree Road, N.E.
Atlanta, GA 30326
404/266-0795

SCHIZOPHRENIA
Schizophrenia Foundation of New York
105 East 22nd Street
New York, NY
212/473-5100

Schizophrenia Association (Huxley Institute for Biosocial Research)
219 East 31st Street
New York, NY 10021
212/683-9455

SICKLE CELL ANEMIA
The Sickle Cell Disease Foundation of Greater New York
209 East 125th Street, Room 108
New York, NY 10021
212/865-12201

SPINA BIFIDA
Spina Bifida Association of America
Suite 317
343 South Dearborn
Chicago, IL 60604
312/663-1562

SPINAL CORD INJURY
National Spinal Cord Injury Foundation
369 Elliot Street
Newton Upper Falls, MA 02169
617/964-0521

STROKE
American Heart Association
7320 Greenville Avenue
Dallas, TX 75231
214/750-5300

Stroke Club of America
805 12th Street
Galveston, TX 77550
713/762-1022

The Stroke Foundation, Incorporated
898 Park Avenue
New York, NY 10021
212/734-3461

SUDDEN INFANT DEATH SYNDROME
National Sudden Infant Death Syndrome Foundation
8240 Professional Place
Landover, MD 20785
(301) 459-3388

National Center for the Prevention of SIDS
330 N. Charles Street
Baltimore, MD 21201
800/638-7437

TAY-SACHS
National Tay-Sachs and Allied Diseases Association, Incorporated
122 East 42nd Street
New York, NY 10168

THYROID
American Thyroid Association
University of Massachusetts Medical Center
55 Lake Avenue, N
Worcester, MA 01605
617/856-3087

TOURETTE SYNDROME
Tourette Syndrome Association
40-08 Corporal Kennedy Street
Bayside, NY 11361
212/224-2999

TUBEROUS SCLEROSIS
National Tuberous Sclerosis Association
P.O. Box 159
Laguna Beach, CA 92652
714/494-8900

Tuberous Sclerosis Association of America
P.O. Box 44
Rockland, MA 02370
617/878-5528

VENEREAL DISEASES
American Social Health Association
260 Sheridan Avenue
Palo Alto, CA 94306
415/321-5134

American Venereal Disease Association
Box 22349
San Diego, CA 92122
714/233-2215

VD National Hot Line
260 Sheridan Avenue
Palo Alto, CA 94306
800/227-8922

VITILIGO
American Academy of Dermatology
820 Davis Street
Evanston, IL 60201
312/869-3954

Vitiligo Foundation
1006 Big Falls Avenue
Akron, OH 44310
216/928-8102

XII. SELECTED FEDERAL HEALTH INFORMATION CLEARINGHOUSES AND INFORMATION CENTERS

AGING
National Clearinghouse on Aging
202/245-2158
330 Independence Avenue, SW
Washington, DC 20201

ALCOHOL
National Clearinghouse for Alcohol Information (NCALI)
301/468-2600
P.O. Box 2345
Rockville, MD 20852

ARTHRITIS
Arthritis Information Clearinghouse
301/881-9411
P.O. Box 34427
Bethesda, MD 20034

CANCER
Cancer Information Clearinghouse
301/496-5583
National Cancer Institute
Office of Cancer Communications (OCC)
Public Inquiries Section
9000 Rockville Pike, Building 31, Room 10A18
Bethesda, MD 20205

CHILD ABUSE
Clearinghouse on Child Abuse and Neglect Information
202/755-0590
P.O. Box 1182
Washington, DC 20013

CONSUMER INFORMATION
Consumer Information Center
303/323-9301
Pueblo, CO 81009

DIABETES
National Diabetes Information Clearinghouse
202/842-7630
805 15th Street, NW, Suite 500
Washington, DC 20005

DIGESTIVE DISEASES
National Digestive Diseases Education and Information Clearinghouse
703/522-0870
1555 Wilson Boulevard, Suite 600
Rosslyn, VA 22209

DOMESTIC VIOLENCE
National Clearinghouse on Domestic Violence
301/428-3104
P.O. Box 2309
Rockville, MD 20852

DRUG ABUSE
National Clearinghouse for Drug Abuse Information
301/433-6500
P.O. Box 416
Kensington, MD 20795

EMERGENCY MEDICAL
National Clearinghouse for Emergency Medical Services
301/4360-6267
P.O. Box 911
Rockville, MD 20852

FAMILY PLANNING
National Clearinghouse for Family Planning Information
301/881-9400
P.O. Box 2225
Rockville, MD 20852

FOOD/DRUG
Food and Drug Administration (FDA)
301/443-3170
Office for Consumer Communication
5600 Fishers Lane, Room 15B-32 (HFE-88)
Rockville, MD 20857

FOOD NUTRITION
Food and Nutrition Information Center (FNIC)
301/344-3719
National Agricultural Library Building, Room 304
Beltsville, MD 20705

GENETIC DISEASES
National Clearinghouse for Human Genetic Diseases
301/279-4642
1776 East Jefferson Street
Rockville, MD 20852

HANDICAPPED
Clearinghouse on the Handicapped
202/472-3796
330 C Street, SW
Washington, DC 20202

HEALTH EDUCATION
Bureau of Health Education (BHE)
404/329-3235
1300 Clifton Road, Building 14
Atlanta, GA 30333

HEALTH INDEXES
Clearinghouse on Health Statistics
301/436-7035
National Center for Health Statistics
Division of Analysis
3700 East-West Highway
Hyattsville, MD 20782

HEALTH INFORMATION
National Health Information Clearinghouse (NHIC)
703/522-2590 in VA
800/336-4797
P.O. Box 1133
Washington, DC 20013

HEALTH PLANNING
National Planning Information Health Center (NHPIC)
301/436-6736
3700 East West Highway, Room 6-50
Hyattsville, MD 20782

HEALTH STANDARDS
National Health Standards and Quality Information Clearinghouse (NHSQIC)
301-881-9400
6110 Executive Boulevard, Suite 250
Rockville, MD 20852

HIGH BLOOD PRESSURE
High Blood Pressure Information Center
301/881-9400
6110 Executive Boulevard, Suite 250
Rockville, MD 20852

INJURIES
National Injury Information Clearinghouse
301/492-6424
5401 Westbard Avenue, Room 625
Washington, DC 20207

MENTAL HEALTH
National Cleringhouse for Mental Health Information
301/433-4513
Public Inquiries Section
5600 Fishers Lane, Room 11A-21
Rockville, MD 20857

OCCUPATIONAL SAFETY
Clearinghouse for Occupational Safety Health Information
513/684-8326
4676 Columbia Parkway
Cincinnati, OH 45226

PHYSICAL FITNESS
President's Council on Physical Sports
202/755-7478
Washington, DC 20201

PRODUCT SAFETY
Consumer Product Safety Commission
(800) 638-8326
(800) 492-8363 in MD
(800) 638-8333 in AK, HI, VI, PR
Washington, DC 20207

RAPE IFORMATION
National Rape Information Clearinghouse (NRIC)
(301) 443-1910
5600 Fishers Lane, Room 11A-22
Rockville, MD 20857

(NARIC)
(NATIONAL REHABILITATION INFORMATION CENTER)
(202) 635-5822
4407 Eighth Street, NE
Washington, DC 20017

POISON CONTROL
Division of Poison Control, FDA
(301) 443-6260
5600 Fishers Lane
Rockville, MD 20857

SMOKING
Office on Smoking and Health
(301) 443-1571
Technical Information Center
5600 Fishers Lane, Room 116
Rockville, MD 20857

SUDDEN INFANT DEATH SYNDROME (SIDS)
Clearinghouse for Sudden Infant Death Syndrome Information and Educational Material
(703) 522-0870
1555 Wilson Boulevard, Suite 600
Rosslyn, VA 22209

SURGICAL OPINION
National Second Surgical Opinion Program
330 Independence Avenue, SW
(202) 245-1845
(800) 638-6833
(800) 492-6603 in MD
Washington, DC 20201

XIII. ENGLISH-SPANISH LANGUAGE GUIDE FOR NURSES

Good morning.
Buenos días (bway-nos dee-us).

Good afternoon.
Buenas tardes (bway-nus tar-days).

Good evening.
Buenas noches (bway-nus no chess).

Please.
Por favor (pore fah-vor).

Write your name.
Escriba su nombre (es-skree-bah soo nohm-bray).

Are you feeling better?
¿Se siente mejor? (say see-yen-tay may-hor).

Do you have pain?
¿Tiene usted dolor? (tea-yeh-nay oo-stead do-lore).

Much pain?
¿Mucho dolor? (moo-choe doe-lore).

Tell me where it hurts.
Dígame donde le duele (dee gah-may don-day lay dwel-ay).

Sit up.
Siéntese (see-yen-tay-say).

Lie down.
Acuéstese (ah-kwess-teh-say).

Roll over.
Voltéese (vol-tay-ay-say).

Try to lie quietly.
Trate de descansar acostado (Trah-tay day dess-can-sar ah-cos-tah-doe).

Take your medicine.
Tome la medicina (toe-may lah may-dee-see-nah).

Try to drink.
Trate de beber (trah-tay day bay-bair).

Breathe deeply.
Respire profundamente (reh-spee-ray pro-foon-deh-men-tay).

Cough.
Tosa (toe-sah).

You must not smoke.
Usted no debe fumar (oo-stead no da-bay foo-mar).

I am going to take some blood from your arm.
Voy a sacarle sangre del brazo (voy ah sah-car-lay sahn-gray del brah-zoh).

You must not drink.
Usted no debe beber (oo-stead no day-by bay-bair).

Try to eat.
Trate de comer (trah-tay day coh-mair).

You must not eat.
Usted no debe comer (oo-stead no da-by coh-mair).

I am going to give you a bath.
Voy a darle un baño (voy ah dahr-lay un bah-noh).

I am going to make your bed.
Voy a hacerle la cama (voy ah ah-sair-lay lah cah-mah).

Try to sleep.
Trate de dormir (trah-tay day dor-meer).

You must not sit up.
Usted no debe sentarse (oo-stead no day-bay sen-tar-say).

Are you constipated?
¿Tiene estreñimiento? (tea-yeh-nay ess-tray-nee-meeyen-toe).

Do you have diarrhea?
¿Tiene diarrea? (Tea-yeah-nay dee-ah-rhee-ah).

You must collect your stools in here.
Tiene usted que recoger sus excrementos aqui (tea-yeh-nay oo-stead kay ray-coe-gair soos ex-cray-men-toes ah-key).

I am going to take your blood pressure.
Voy a tomarle la presión arterial (voy ah toh-mar-lay lah pray-seeohn ar-tay-rhee-ahl).

I am going to give you an injection.
Voy a ponerle una inyección (voy ah poh-nair-lay oo-nah een-yeck-see-ohn).

Have you urinated?
Ha orinado? (ah oh-ree-nah-doe).

You must collect your urine in here.
Tiene usted que recoger sus orines aqui (tea-yeh-nay oo-stead kay ray-coe-hair soos oh-ree-nays ah-key).

Have you had a bowel movement?
¿Ha evacuado? (ah eh-vah-kwah-doe).

It won't hurt.
No le dolerá (noh lay doh-lay-rah).

I am going to change your dressing.
Voy a cambiarle el vendaje (voy ah cambee-ar-lay el ven-dah-hey).

You are going to x-ray.
Van a llevarlo a la sala de radiografía (vahn ah yea-vahr-loh ah sah-lah day rah-deeoh-grah-feeah).

You are going to the operating room.
Van a llevarlo a la sala de operaciones (vahn ah yea-vahr-loh ah lah sah-lah day oh-pay rah-seeoh-nais).

Please sign this permit for an operation.
Por favor firme este permiso para una operación (por fah-vor fear-may ess-tay peir-mee-soh pah-rah oo-nah oh-pay rah-see-ohn).

XIV. TEMPERATURE AND DOSAGE CHART STANDARDS

Centigrade-Fahrenheit Temperature Equivalents

°C	°F	°C	°F	°C	°F	°C	°F
34.0	93.2	35.8	96.4	37.6	99.7	39.4	102.9
34.1	93.4	35.9	96.6	37.7	99.9	39.5	103.1
34.2	93.6	36.0	96.8	37.8	100.0	39.6	103.3
34.3	93.7	36.1	97.0	37.9	100.2	39.7	103.5
34.4	93.9	36.2	97.2	38.0	100.4	39.8	103.6
34.5	94.1	36.3	97.3	38.1	100.6	39.9	103.8
34.6	94.3	36.4	97.5	38.2	100.8	40.0	104.0
34.7	94.5	36.5	97.7	38.3	100.9	40.1	104.2
34.8	94.6	36.6	97.9	38.4	101.1	40.2	104.4
34.9	94.8	36.7	98.1	38.5	101.3	40.3	104.5
35.0	95.0	36.8	98.2	38.6	101.5	40.4	104.7
35.1	95.2	36.9	98.4	38.7	101.7	40.5	104.9
35.2	95.4	37.0	98.6	38.8	101.8	40.6	105.1
35.3	95.5	37.1	98.8	38.9	102.0	40.7	105.3
35.4	95.7	37.2	99.0	39.0	102.2	40.8	105.4
35.5	95.9	37.3	99.1	39.1	102.4	40.9	105.6
35.6	96.1	37.4	99.3	39.2	102.6	41.0	105.8
35.7	96.3	37.5	99.5	39.3	102.7		

DOSAGE CHART

ASPIRIN	BABY ASPIRIN (1 and 1/4 Gr.)	ADULT ASPIRIN (5 Gr.)
1/2 Yr and Over	1/2	0
One year and Over	1	1/4
Two 1/2 and Over	2	1/2
Five years and Over	4	1
Twelve and Over	8	2

ACETAMINOPHEN	Tempra drops (60 Mg/0.6cc)	Tylenol syrup (120 Mg/tsp)	Datril tablets 5Gr. (300 Mg)	Liquiprin (60 Mg/1.25cc)
Under 10 Lbs.	0.3cc	1/4 tsp	0	0
Up to 1 Year	0.6cc	1/2 tsp	0	1.25cc
1-6 Years	1.2cc	1 tsp	0	2.5cc
6-12			1	5.0cc
Older			2	

XV. LEAD POISONING

Lead is ubiquitous in the environment, and adults and children are exposed to it from many sources—air, water, food, dust, soil and paint. Young children, especially those one to five years of age, are much more susceptible to lead than are adults because they absorb a higher proportion of the lead they ingest, and their developing brain is more vulnerable to damage from lead.

Childhood lead toxicity is prevalent in many communities, large and small, in all sections of the country. For example, the Second National Health and Nutrition Examination Survey, 1976-1980, conducted by the National Center for Health Statistics to measure blood lead levels in the general United States population, found that four percent of all children ages six months to five years had elevated blood lead levels. Positivity rates ranged from 2.1 percent in rural areas to 11.6 percent in inner cities. Since the inception of the Childhood Lead Poisoning Prevention Grant Program in 1972, federal funds have been awarded to nine state and 101 local agencies to establish comprehensive lead poisoning prevention programs. These programs have reported the screening of 3.9 million children with 243,000 (6.2 percent) identified with lead toxicity.

Lead toxicity produces serious adverse health effects in children, including severe mental retardation, seizure disorders, subtle psychological deficits, behavioral disorders and learning disabilities. These last three consequences are noteworthy because they result from levels of lead exposure previously considered safe and occur in children who are asymptomatic. Because of this and the high prevalence of the disease, the Centers for Disease Control recommended that all children, ages one to five, be screened for lead toxicity. (For standards pertaining to lead poisoning screenings, see appendix IX.)

XVI. HEALTH CODE FORMATS AND USAGE

It is essential to remember that all encounter data is intended to reflect the nature of the encounter at the time the encounter event occurred and is to serve as a historical record only. Previous encounters need not be updated to reflect new information since that new information, by necessity, must have been obtained during a new encounter which should be reported. Usage restrictions will not allow updating of previous encounter data by anyone except the original providing facility.

Codes used to describe health problems and services are obtained from the following sources:

- ICD Codes – are from the ICD.9.CM, *(International Classification of Diseases, ninth revision, Clinical Modification)* published by Commission on Professional and Hospital Activities (CPHA), 1968 Green Road, Ann Arbor, Michigan 48105.
- *CPT-4 Codes* – are listed in the CPT-4, (*Current Procedural Terminology*, fourth edition), published by the American Medical Association (AMA). Copyright 1985, American Medical Association.
- *Dental codes* – procedure codes for dental treatment as defined by the American Dental Association (ADA). (ADA Codes are not available at this time and will be incorporated upon availability. A list of procedure codes for dental treatment is provided in Appendix E of this document and is to be used until ADA codes are available).

ICD.9.CM codes identify diseases and procedures. ICD.9.CM procedure codes cannot be used to store procedure information on the System.

ICD.9.CM codes for diseases must be used to describe disease information on MHIS. Several additions have been made to the existing list of ICD.9.CM codes in order to specifically identify several Patient History, Family History, and Immunization histories. The Migrant Student Record Transfer System and the National Migrant Health Referral Project Inc. have added these additional codes by appending one digit to the right of the most closely related ICD.9.CM code.

ICD.9.CM disease codes are three, four, or five digits in length. The basic codes are three digits, but some codes are subdivided by the addition of fourth-digits and many of these are subdivided by the use of a fifth digit. Fourth and fifth digits are always separated from the basic code by a decimal point.

ICD.9.CM CODE FORMATS (DISEASES)

XXX (three digit basic code, also known as rubric or ICD group code.)

XXX.X (four digit code)

XXX.XX (five digit code)

Any of the code formats can be proceeded by a single alphabetic character (V,M,E) where applicable.

ICD.9.CM CODE FORMATS (PROCEDURES)

XX (two digit basic code)

XX.X (three digit code)

XX.XX (four digit code)

NOTE: Leading zeros are significant in both disease and procedure code formats and must be used when needed to construct either the three basic digits of the disease code or two basic digits of the procedure code.

CPT-4 CODES

CPT-4 codes for describing treatments and procedures are required on each Health Data Set maintained by MHIS. In some cases, CPT-4 codes do not need to be explicitly entered into the system. In such cases (ie some immunizations, family history, patient history) default CPT-4 codes are assigned by the System to fit the ICD.9.CM descriptor. Such assignments by the system are called system defaults.

XXXXX (Five digit procedure code, all digits significant).

DENTAL PROCEDURE CODES

ADA procedure codes are not yet available for use. Until such codes are available, ICD.9.CM codes must be used to describe diseases or conditions and dental procedure codes (from Appendix E) must be used to describe treatment and procedures.

CURRENT PROCEDURAL TERMINOLOGY CODES INTRODUCTION

Physician's Current Procedural Terminology, Fourth Edition, Copyright 1985, by the American Medical Association (CPT-4) is a listing of descriptive terms and numeric identifying codes and modifiers reporting medical services and procedures performed by physicians. This Manual includes CPT-4 descriptive terms and numeric identifying codes for reporting medical services and procedures taken from the *Physician's Current Procedural Terminology*, Short Computer Description Tape, Copyright 1985, American Medical Association.

The National M.S.R.T.S. User's Manual includes only CPT-4 descriptive terms and numeric identifying codes for reporting medical services and procedures that were selected by the Arkansas Department of Education for inclusion in this manual. Any user of CPT-4 outside this Manual should refer to the *Physicians Current Procedural Terminology*, Fourth Edition, copyright 1985, American Medical Association, and the updates thereto. These publications contain the complete and most current listing of descriptive terms and numeric identifying codes and modifiers for reporting medical services and procedures and may be obtained from the American Medical Association, 535 North Dearborn Street, Chicago, Illinois 60610.

No such basic unit values or relative value guides, guidelines, conversion factors or scales, are included in any part of Fourth Edition, Copyright 1985, American Medical Association.

Physicians' Current Procedural Terminology (CPT-4) is a systematic listing and coding of procedures and services performed by physicians. Each procedure or service is identified with a five-digit code. The use of CPT-4 codes simplifies the reporting of services.

The main body of the material is listed in five sections: Medicine, Anesthesiology, Surgery, Radiology, Pathology and Laboratory.

The purpose of the terminology is to provide a uniform language that will accurately designate medical surgical and diagnostic services, and will thereby provide an effective means for reliable nationwide communication among physicians, patients and third parties. The present revision is the fourth edition of a work that first appeared in 1966.

10020	DRAINAGE OF BOIL
10040	ACNE SURGERY
10060	DRAINAGE OF SKIN ABSCESS
10100	DRAINAGE OF INFECTED NAIL
10120	REMOVE FOREIGN BODY
11400	REMOVAL OF SKIN LESION
12001	REPAIR SUPERFICIAL WOUND(S)
16000	INITIAL TREATMENT OF BURN(S)
16010	TREATMENT OF BURN(S)
17100	DESTRUCTION OF SKIN LESION
17101	DESTRUCTION OF 2ND LESION
17102	DESTRUCTION OF ADDED LESIONS
29035	APPLICATION OF BODY CAST
29055	APPLICATION OF SHOULDER CAST
29065	APPLICATION OF LONG ARM CAST
29075	APPLICATION OF FOREARM CAST
29085	APPLY HAND/WRIST CAST
29105	APPLY LONG ARM SPLINT
29125	APPLY FOREARM SPLINT
29200	STRAPPING OF CHEST
29220	STRAPPING OF LOW BACK
29240	STRAPPING OF SHOULDER
29260	STRAPPING OF ELBOW OR WRIST
29280	STRAPPING OF HAND OR FINGER
29305	APPLICATION OF HIP CAST
29325	APPLICATION OF HIP CASTS
29345	APPLICATION OF LONG LEG CAST
29405	APPLY SHORT LEG CAST
29440	ADDITION OF WALKER TO CAST
30300	REMOVE NASAL FOREIGN BODY
30800	CAUTERIZATION INNER NOSE
30901	CONTROL OF NOSEBLEED
30906	REPEAT CONTROL OF NOSEBLEED
31500	INSERTION OF WINDPIPE AIRWAY
32000	DRAINAGE OF CHEST
32420	PUNCTURE/CLEAR LUNG
36000	ESTABLISH ACCESS TO VEIN
36430	BLOOD TRANSFUSION SERVICE
36455	EXCHANGE TRANSFUSION SERVICE
36600	WITHDRAWAL OF ARTERIAL BLOOD
36620	ESTABLISH ACCESS TO ARTERY
53670	INSERT URINARY CATHETER
54160	CIRCUMCISION
62270	SPINAL FLUID TAP, DIAGNOSTIC
65205	REMOVE FOREIGN BODY FROM EYE
69000	DRAIN EXTERNAL EAR LESION
69200	CLEAR OUTER EAR CANAL
69210	REMOVE IMPACTED EAR WAX
69420	INCISION OF EARDRUM
70250	X-RAY EXAM OF SKULL
71010	X-RAY EXAM OF CHEST
72040	X-RAY EXAM OF NECK SPINE
72110	X-RAY EXAM OF LOWER SPINE
73000	X-RAY EXAM OF COLLARBONE
73060	X-RAY EXAM OF HUMERUS
73090	X-RAY EXAM OF FOREARM

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73100	X-RAY EXAM OF WRIST
73120	X-RAY EXAM OF HAND
73140	X-RAY EXAM OF FINGER(S)
73550	X-RAY EXAM OF THIGH
73560	X-RAY EXAM OF KNEE
73590	X-RAY EXAM OF LOWER LEG
73592	X-RAY EXAM OF LEG, INFANT
73600	X-RAY EXAM OF ANKLE
73620	X-RAY EXAM OF FOOT
74000	X-RAY EXAM OF ABDOMEN
74240	X-RAY EXAM UPPER GI TRACT
74270	CONTRAST X-RAY EXAM OF COLON
74400	CONTRAST X-RAY URINARY TRACT
81000	URINALYSIS WITH MICROSCOPY
81002	ROUTINE URINE ANALYSIS
81005	URINALYSIS
81010	URINE CONCENTRATION TEST
81030	URINE SEDIMENT ANALYSIS
82245	URINE ASSAY, BILE PIGMENTS
82250	ASSAY BLOOD BILIRUBIN
82270	TEST FECES FOR BLOOD
82947	ASSAY BODY FLUID, GLUCOSE
82996	CHORIONIC GONADOTROPIN TEST
84037	TEST URINE PHENYLKETONES
84155	ASSAY SERUM PROTEIN
84450	UV-ASSAY TRANSAMINASE (SGOT)
84455	ASSAY TRANSAMINASE (SGOT)
84520	ASSAY BUN
84578	TEST URINE UROBILINOGEN
85000	BLEEDING TIME TEST
85007	DIFFERENTIAL WBC COUNT
85018	HEMOGLOBIN, COLORIMETRIC
85022	AUTOMATED HEMOGRAM
85031	MANUAL HEMOGRAM, COMPLETE CBC
85041	RED BLOOD CELL (RBC) COUNT
85044	RETICULOCYTE COUNT
85048	WHITE BLOOD CELL (WBC) COUNT
85580	BLOOD PLATELET COUNT
85650	RBC SEDIMENTATION RATE
85660	RBC SICKLE CELL TEST
86300	HETEROPHILE ANTIBODY SCREEN
86480	CAT SCRATCH FEVER SKIN TEST
86490	COCCIDIOIDOMYCOSIS SKIN TEST
86510	HISTOPLASMOSIS SKIN TEST
86580	TB PATCH OR INTRADERMAL TEST
86585	TB TINE TEST
87040	BLOOD CULTURE FOR BACTERIA
87045	STOOL CULTURE FOR BACTERIA
87060	NOSE/THROAT CULTURE, BACTERIA
87070	CULTURE SPECIMEN, BACTERIA
87081	BACTERIA CULTURE SCREEN
87086	URINE CULTURE, COLONY COUNT
87177	OVA AND PARASITES SMEARS
87184	ANTIBIOTIC SENSITIVITY, EACH
87205	SMEAR, STAIN & INTERPRET
88150	CYTOPATHOLOGY, PAP SMEAR
89050	BODY FLUID CELL COUNT
89180	MICRO EXAM FOR EOSINOPHILS
90000	OFFICE VISIT, NEW, BRIEF
90010	OFFICE VISIT, NEW, LIMITED
90015	OFFICE VISIT, NEW INTERMED.
90017	OFFICE VISIT, NEW, EXTENDED
90020	OFFICE VISIT, NEW COMPRH.
90030	OFFICE VISIT, MINIMAL
90040	OFFICE VISIT, BRIEF
90050	OFFICE VISIT, LIMITED
90060	OFFICE VISIT, INTERMED.
90070	OFFICE VISIT, EXTENDED
90080	OFFICE VISIT, COMPREH.
90100	HOME VISIT, NEW, BRIEF
90110	HOME VISIT, NEW, LIMITED
90115	HOME VISIT, NEW, INTERMED.
90117	HOME VISIT, NEW, EXTENDED
90130	HOME VISIT, MINIMAL
90140	HOME VISIT, BRIEF
90150	HOME VISIT, LIMITED
90160	HOME VISIT, INTERMED.
90170	HOME VISIT, EXTENDED
90200	HOSPITAL CARE, NEW, BRIEF
90215	HOSPITAL CARE, NEW, INTERMED.
90220	HOSPITAL CARE, NEW, COMPREH.
90240	HOSPITAL VISIT, BRIEF
90250	HOSPITAL VISIT, LIMITED
90260	HOSPITAL VISIT, INTERMEDIATE
90270	HOSPITAL VISIT, EXTENDED
90280	HOSPITAL VISIT, COMPREHENSIVE
90285	NEWBORN CARE IN HOSPITAL
90292	HOSPITAL DISCHARGE DAY
90701	DTP IMMUNIZATION
90702	DT IMMUNIZATION
90703	TETANUS IMMUNIZATION
90704	MUMPS IMMUNIZATION
90705	MEASLES IMMUNIZATION
90706	RUBELLA IMMUNIZATION
90707	MMR VIRUS IMMUNIZATION
90708	MEASLES-RUBELLA IMMUNIZATION
90709	RUBELLA & MUMPS IMMUNIZATION
90712	ORAL POLIOVIRUS IMMUNIZATION
90713	POLIOMYELITIS IMMUNIZATION
90714	TYPHOID IMMUNIZATION
90717	YELLOW FEVER IMMUNIZATION
90718	TD IMMUNIZATION
90719	DIPHTHERIA IMMUNIZATION
90724	INFLUENZA IMMUNIZATION
90725	CHOLERA IMMUNIZATION
90726	RABIES IMMUNIZATION
90727	PLAGUE IMMUNIZATION
90728	BCG IMMUNIZATION
90731	HEPATITIS B IMMUNIZATION
90732	PNEUMOCOCCAL IMMUNIZATION
90733	MENINGOCOCCAL IMMUNIZATION
90741	PASSIVE IMMUNIZATION, ISG
90742	SPECIAL PASSIVE IMMUNIZATION
90749	IMMUNIZATION PROCEDURE
90751	PREVENTIVE HEALTH CARE, 12-17
90752	PREVENTIVE HEALTH CARE, 5-11
90753	PREVENTIVE HEALTH CARE, 1-4
90754	PREVENTIVE HEALTH CARE, BABY
90755	INFANT CARE TO AGE ONE YEAR
90774	DEVELOPMENT EVALUATION TESTS
90782	INJECTION OF MEDICATION
90784	INJECTION OF MEDICATION (IV)
90788	INJECTION OF ANTIBIOTIC
90790	PARENTERAL CHEMOTHERAPY
90791	INFUSION CHEMOTHERAPY
90792	PERFUSION CHEMOTHERAPY

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90793	INTRACAVITARY CHEMOTHERAPY
90796	INTRATHECAL CHEMOTHERAPY
90798	INJECTION FOR SEVERE ALLERGY
90799	THERAPEUTIC INJECTION
90801	DIAGNOSTIC INTERVIEW
90835	SPECIAL INTERVIEW
90847	SPEICAL FAMILY THERAPY
90887	CONSULTATION WITH FAMILY
90991	HOME HEMODIALYSIS CARE
92002	NEW EYE EXAM & TREATMENT
92012	EYE EXAM & TREATMENT
92020	SPECIAL EYE EVALUATION
92070	FITTING OF CONTACT LENS
92081	VISUAL FIELD EXAMINATION(S)
92283	COLOR VISION EXAMINATION
92310	SPECIAL CONTACT LENS FITTING
92314	SPECIAL CONTACT LENS RX
92325	MODIFICATION OF CONTACT LENS
92326	REPLACEMENT OF CONTACT LENS
92340	FITTING OF SPECTACLES
92352	SPECIAL SPECTACLES FITTING
92370	REPAIR & ADJUST SPECTACLES
92391	SUPPLY OF CONTACT LENSES
92392	SUPPLY OF LOW VISION AIDS
92395	SUPPLY OF SPECTACLES
92502	EAR AND THROAT EXAMINATION
92504	EAR MICROSCOPY EXAMINATION
92506	SPEECH & HEARING EVALUATION
92507	SPEECH/HEARING THERAPY
92551	PURE TONE HEARING TEST, AIR
92552	PURE TONE AUDIOMETRY, AIR
92553	AUDIOMETRY, AIR & BONE
92555	SPEECH THRESHOLD AUDIOMETRY
92556	SPEECH AUDIOMETRY, COMPLETE
92557	COMPREHENSIVE AUDIOMETRY
92559	GROUP AUDIOMETRIC TESTING
92562	LOUDNESS BALANCE TEST
92563	TONE DECAY HEARING TEST
92564	SISI HEARING TEST
92565	STENGER TEST, PURE TONE
92566	IMPEDANCE HEARING TEST
92567	TYMPANOMETRY
92568	ACOUSTIC REFLEX TESTING
92569	ACOUSTIC REFLEX DECAY TEST
92571	FILTERED SPEECH HEARING TEST
92590	HEARING AID EXAM, ONE EAR
92591	HEARING AID EXAM, BOTH EARS
92592	HEARING AID CHECK, ONE EAR
92594	ELECTRO HEARING AID TEST, ONE
92596	EAR PROTECTOR EVALUATION
93000	ELECTROCARDIOGRAM, COMPLETE
93005	ELECTROCARDIOGRAM, TRACING
93010	ELECTROCARDIOGRAM, REPORT
93015	CARDIOVASCULAR STRESS TEST
93040	RHYTHM ECG WITH REPORT
93041	RHYTHM ECG, TRACING
93042	RHYTHM ECG, REPORT
93784	AMBULATORY BP MONITORING
93786	AMBULATORY BP RECORDING
93788	AMBULATORY BP ANALYSIS
93790	REVIEW/REPORT BP RECORDING
95000	ALLERGY SKIN TESTS, 1-30
95001	ALLERGY SKIN TESTS, 31-60
95002	ALLERGY SKIN TESTS, 61-90
95003	ALLERGY SKIN TESTS, OVER 90
95005	SENSITIVITY SKIN TESTS, 1-5
95006	SENSITIVITY SKIN TESTS, 6-10
95007	SENSITIVITY SKIN TESTS, 11-15
95011	SENSITIVITY SKIN TESTS, 15 or more
95020	ALLERGY SKIN TESTS, 1-10
95021	ALLERGY SKIN TESTS, 11-20
95022	ALLERGY SKIN TESTS, 21-30
95023	ALLERGY SKIN TESTS, OVER 30
95027	SKIN END POINT TITRATION
95030	ALLERGY SKIN TESTS, 2
95031	ALLERGY SKIN TESTS, 3-4
95032	ALLERGY SKIN TESTS, 5-6
95033	ALLERGY SKIN TESTS, 7-8
95034	ALLERGY SKIN TESTS, OVER 8
95040	ALLERGY PATCH TESTS, 1-10
95041	ALLERGY PATCH TESTS, 11-20
95042	ALLERGY PATCH TESTS, 21-30
95043	ALLERGY PATCH TESTS, OVER 30
95050	PHOTO PATCH TESTS, 1-10
95051	PHOTO PATCH TESTS, OVER 10
95105	ALLERGY PATIENT COUNSELING
95120	IMMUNOTHERAPY, ONE ANTIGEN
95125	IMMUNOTHERAPY, MANY ANTIGENS
95130	IMMUNOTHERAPY, INSECT ANTIGEN
95135	ANTIGEN THERAPY SERVICES
99000	SPECIMEN HANDLING
99013	TELEPHONE CONSULTATION
99025	INITIAL SURGICAL EVALUATION
99050	MEDICAL SERVICES AFTER HOURS
99052	MEDICAL SERVICES AT NIGHT
99054	MEDICAL SERVICES, UNUSUAL HRS
99056	NON-OFFICE MEDICAL SERVICES
99058	OFFICE EMERGENCY CARE
99062	EMERGENCY CARE SERVICES
99070	SPECIAL SUPPLIES
99071	PATIENT EDUCATION MATERIALS
99075	MEDICAL TESTIMONY
99078	GROUP HEALTH EDUCATION
99080	SPECIAL REPORTS OR FORMS
99082	UNUSUAL PHYSICIAN TRAVEL
99090	COMPUTER DATA ANALYSIS
99150	PROLONGED MD ATTENDANCE
99155	CONFERENCE WITH PHYSICIAN

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237

ICD-9-CM

ICD-9-CM is a clinical modification of the World Health Organization's *INTERNATIONAL CLASSIFICATION OF DISEASES*, 9th Revision (ICD-9). The term "clinical" is used to emphasize the modification's intent: to serve as a useful tool in the area of classification of morbidity data for indexing of medical records, medical care review, and ambulatory and other medical care programs, as well as, for basic health statistics. To describe the clinical picture of the patient, the codes must be more precise than those needed only for statistical groupings and trend analysis.

The decision to create a clinical modification was based not only on the need for increased specificity, but also on several other facets of ICD-9, notably, Chapter XI "Complications of Pregnancy, Childbirth, and the Puerperium", where it was impossible to tell if a patient delivered or if certain complications occured before, during, or after delivery.

ICD-9 World Health Organization Complications of Pregnancy, Childbirth and the Puerperium

634 Spontaneous Abortion
Includes: Spontaneous Abortion (complete) (incomplete)

ICD-9-CM Published by Commission on Professional and Hospital Activities

634 Spontaneous Abortion
Includes: Miscarriage Spontaneous Abortion

634.0 Complicated by Genital Tract and Pelvic Infection

634.1 Complicated by Delayed or Excessive Hemorrhage

634.2 Complicated by Damage to Pelvic Organs or Tissues

634.3 Complicated by Renal Failure

634.4 Complicated by Metabolic Disorder

634.5 Complicated by Shock

634.6 Complicated by Embolism

634.7 With Other Specified Complications

634.8 With Unspecified Complications

634.9 Without Mention of Complication

MINI LIST OF ICD CODES (SORTED BY TERM)

789	Abdominal Pain
E813	Accidents: auto-bicycle
E819	Accidents: auto-unspecified nature
E819	Accidents: motorcycle
E826	Accidents: bicycle
E814	Accidents: auto-pedestrian
E888	Accidents: falls-unspecified
E906.4	Accidents: insect bites
706.1	Acne
995.3	Allergic reactions
477	Allergies, nasal, hay fever
995.2	Allergy, drug
704.0	Alopecia-hair loss
522.5	Alveolar, abscess-tooth abscess
368.00	Amblyopia-unspecified
566	Anal cellulitis, abscess-rectal
564.6	Anal spasm-rectal
280.9	Anemia, Fe defic-iron deficiency
524.2	Anomaly, dental arch
783.0	Anorexia-loss of appetite
307.1	Anorexia-nervous psychologic
300.0	Anxiety
395	Aortic valve disease
540	Appendicitis
719.4	Arthralgia
716.1	Arthritis, traumatic
716.2	Arthritis, allergic, other
716.9	Arthritis, unspecified
711	Arthritis, associated with infections
714	Arthritis, rheumatoid and other inflammatory polyarthropathies
427	Arrythmia-cardiac dysrhythmia-irregular heartbeat
127.0	Ascaris, round worm
493.9	Asthma
367.2	Astigmatism
110.4	Athlete's foot
312	Behavior problems-conduct disorders
E906.3	Bites: Cat
E906.0	Bites: Dog
E906.2	Bites: Lizard-non venomous snake
373	Blepharitis-inflammed eyelids
490	Bronchitis
485	Bronchopheum, nos
949	Burns-unspecified degree or site
112.1	Candidae vulvovaginitis-yeast infection female
528.2	Canker sores
680	Carbuncle and furuncle
429.3	Cardiomegaly-large heart
078.3	Cat scratch disease
743.30	Cataract (congenital)
682	Cellulitis and abscess-inflammation
681.9	Cellulitis and abscess of unspecified digit-abscess of finger or toe
343.9	Cerebral palsy, infantile, unspecified
380.4	Cerumen, impacted-ear wax
373.2	Chalazion-hard stye
786.5	Chest pain
754.89	Chest deformity (congenital)
528.5	Cheilitis, lips, nos-chapped lips
052	Chickenpox
380.21	Cholosteatoma-external ear
717.7	Chondromalacia patella
749.20	Cleft lip and palate
368.59	Color blind
850.9	Concussion, unspecified
746.9	Congenital heart disease, nos
920	Contusions: face/scalp
921	Contusions: eye
922	Contusions: trunk
923	Contusions: upper limb
924	Contusions: lower and unspecified site
372.72	Conjunctival hemorrhage-eye hemorrhage
372.0	Conjunctivitis, acute-inflammed eye
564.0	Constipation
345.1	Convulsions, grand mal
345.2	Convulsions, petit mal
780.3	Convulsions, nos
786.2	Cough
464.4	Croup
375.30	Dacryocystitis-swollen tear duct
276.5	Dehydration
783.4	Delayed development
259	Delayed development (puberty)
521.0	Dental caries
523.6	Dental tartar
692.9	Dermatitis: contact, nos
690	Dermatitis: seborrheic
250	Diabetes, mellitus-sugar diabetes
253.5	Diabetes, insipidus
799.9	Diagnosis undetermined
558.9	Diarrhea, nos
536.9	Digestive disorder
832	Dislocation: elbow
831	Dislocation: shoulder
833	Dislocation: wrist
834	Dislocation: finger
754.3	Dislocation: hip, congenital
304.9	Drug dependence, nos
304.3	Drug dependence, marijuana
304.4	Drug dependence, stimulants
303.9	Drug dependence, alcohol
625.3	Dysmenorrhea
786	Dyspnea-shortness of breath
786.09	Apnea-shortness of breath
788.1	Dysuria-painful urination
692.9	Eczema, nos
691.8	Eczema, atopic, infantile
995.1	Edema, angioneurotic (giant urticaria)
787.6	Encopresis, fecal soiling
127.4	Enterobiasis, pinworm
464.3	Epiglottitis, acute
345.9	Epilepsy, unspecified
784.7	Epistaxis-nose bleed
057.9	Exanthem, viral, unspecified-viral illness with rash
783.4	Failure to thrive
780.7	Fatigue, debility
780.6	Fever FUO-fever, unknown origin
057.0	Fifth Disease-viral disease
787.3	Flatulence, gas
693.1	Food allergy producing dermatitis
005.9	Food poisoning-unspecified
930	Foreign body-eye
931	Foreign body-ear
932	Foreign body-nose
938	Foreign body in digestive system
803	Fracture: skull, unqualified
807	Fracture: ribs
810	Fracture: clavicle
812	Fracture: humerous
813	Fracture: radius, ulna
814	Fracture: carpals
815	Fracture: metacarpals

821	Fracture: femur
823	Fracture: tibia, fibula
825	Fracture: metatarsals
826	Fracture: phalanges
826	Fracture: toes
754.81	Funnel chest, congenital
781.2	Gait, abnormality
727.43	Ganglion, unspecified
535.5	Gastritis, unspecified-upset stomach
558.9	Gastroentro, colitis, nos
523.0	Gingivitis, acute-sore gums
054.2	Gingivostom, herpetic-sore gums and mouth
791.5	Glycosuria (sugar in urine)
240.9	Goiter, unspecified-thyroid enlargement
098.0	GU infection-gonococcol
523.8	Gum hyperplasia
735.4	Hammer toe-deformity of toe
726.9	Joint capsulitis, nos
719.0	Joint swelling, effusion
719.4	Joint pain
074.3	Hand, foot, and mouth disease-viral infection
854.0	Head injury
784.0	Headache
346.9	Headache, migraine, unspecified
307.81	Headache, tension cephalgia-tension headache
V 20	Health evaluation, general
V 20.2	Health evaluation, infant/child
389	Hearing loss, conductive
228	Hemangioma-birth mark
228.01	Hemangioma-skin
578.0	Hematemesis-vomiting blood
599.7	Hematuria (blood in urine)
786.3	Hemoptysis-coughing up blood
455.6	Hemorrhoids
070	Hepatitis, viral
573.3	Hepatitis, unspecified (non infectious)
789.1	Hepatomegaly-large liver
553	Hernia, femoral
550	Hernia, inguinal
553.1	Hernia, umbilical
074.0	Herpanginal-canker sores
054	Herpes simplex-fever blister
053	Herpes zoster-shingles
708.9	Hives
784.49	Hoarseness
778.6	Hydrocele (congenital)
474.1	Hyp. tonsils, adenoids-large tonsils and adenoids
314.9	Hyperactivity, unspecified
401.9	Hypertension
242.9	Hyperthyroidism-excessive thyroid
244.9	Hypothyroidism-low thyroid
251.21	Hypoglycemia-low blood sugar
757.1	Icthyosis-congenital-rough skin
V 06.1	Immunization: DPT
V 06.3	Immunization: Polio and DPT
V 06.4	Immunization: MMR
V 04.0	Immunization: Polio
V 04.1	Immunization: Smallpox
V 04.2	Immunization: Measles
V 04.3	Immunization: Rubella
V 04.5	Immunization: Rabies
V 04.6	Immunization: Mumps
V 04.8	Immunization: Flu
684	Impetigo
536.8	Indigestion, dyspep., nos
703.0	Ingrown nail
919.4	Insect bites
564.9	Intestinal disorder, nos
487.1	Influenza (flu) general
701.4	Keloid-scar
791.6	Ketonuria
737.1	Kyphosis-round back
870	Laceration: (includes animal bite, abrasion, cut, laceration, puncture wound and traumatic amputation)
873.0	Laceration: scalp
870.0	Laceration: eyelid
873.4	Laceration: face
872.6	Laceration: ear
873.6	Laceration: mouth, teeth
874.8	Laceration: neck
875.0	Laceration: chest
876.0	Laceration: back
877.0	Laceration: buttocks
878.8	Laceration: genitals
880.03	Laceration: arm, upper
882	Laceration: Hand
883.0	Laceration: Fingers
890.0	Laceration: Thigh
891.0	Laceration: knee
891.0	Laceration: leg
892	Laceration: foot
893	Laceration: toes
748.3	Laryngeal stridor-crouplike
464.2	Laryngotracheitis, acute
476.1	Laryngotracheitis, chronic
729.5	Limb pain
289.3	Lymphadenitis-sore glands
785.6	Lymphadenopathy-large glands
457.2	Lymphangitis-red streaks
579	Malabsorption syn., nos
579.0	Malabsorption, celiac
579.8	Malabsorption, carbohyd. sugar
269.9	Malnutrition, nutritional
611.1	Mammary hypertrophy-enlarged breasts
578.1	Melena-blood in stool
626.2	Menorrhagia
319	Mental Retardation, nos
626.6	Metrorrhagia
346.0	Migraine
394	Mitral valve disease, acquired-heart
395	Mitral valve disease, aortic-acquired-heart
112.9	Moniliasis (candidiasis-unspecified site)-yeast infection
075	Mononucleosis, infect.
072	Mumps
785.2	Murmur-functional-heart
728.85	Muscle spasm
729.1	Myalgia-sore muscles
460	Nasopharyngitis
471.9	Nasal polyp-growth in nose
470	Nasal septum deviation
787.0	Nausea and vomiting
994.2	Nutritional deficiency
278.0	Obesity
732.4	Osgood-Schlatter's-bone disease
730	Osteomyelitis, ac., nos-infection of bone
380.1	Otitis, externa-infection ear canal
381.0	Otitis, media acute-infected inner ear
381.3	Otitis, media chronic-infected inner ear
382.4	Otitis, purulent-pus draining from ear
387.9	Otosclerosis
789.0	Pain, abdominal
724.5	Pain, back
729.5	Pain, extremity
719.4	Pain, joint
724.2	Pain, low back
681.02	Paronychia Finger-infected finger nail
681.11	Paronychia Toe
747.0	Patent ductus-heart defect
132.1	Pediculosis, lice, body
132.2	Pediculosis, pubis
130.0	Pediculosis, head

240

132.9	Pediculosis, unspecified location
533.9	Peptic ulcer
384.2	Perforated tymp. mem.-ruptured ear drum
475	Peritonsillar, abscess-abscess around tonsil
301.9	Personality disorder, unspecified
033	Pertussis-whooping cough
754.71	Pes Cavus-foot deformity
734	Pes Planus-flat foot
782.7	Petechiae
462	Pharyngitis, acute nos
034.0	Pharyngitis, strep
605	Phimosis-congenital
696.3	Pityriasis rosea-skin rash
696.5	Pityriasis - other
511.0	Pleurisy
482.9	Pneumonia, bacterial
483	Pneumonia, eaton Mycoplasma
480.9	Pneumonia, viral
486	Pneumonia, organism unspecified
E853	Poison, accidental, sedatives and hypnotics
E850.2	Poison, accidental, narcotics
E852	Poison, accidental, sedatives and hypnotics
E854	Poison, accidental, other-psychotropic agents
E862	Poison, accidental, petroleum products
E863	Poison, accidental, pesticides (herbicides, fungicides, rodenticides, fumigants)
E861	Poison, accidental, clean/polish agent, paint, disinfectants
988.2	Poison, accidental, plants, berries
259.1	Precocious puberty
698.0	Pruritis ani-itchy rectum
698.1	Pruritis itchy genitals
698.9	Pruritis itchy nos
696.1	Psoriasis-skin rash
590.10	Pyelitis
686.0	Pyoderma-skin rash with pus
514	Pulmonary congestion
287	Purpura-rash-bloody spots
367.9	Refractive error-visual problem
390	Rheumatic fever
472.0	Rhinitis, chronic-runny nose
110.9	Ringworm, tinea
056	Rubella-measles
055	Rubeola-measles
057.9	Viral exanthem nos
003.0	Salmonella-intestinal infection
133.0	Scabies
034.1	Scarlet fever
737.30	Scoliosis-curvature of spine
706.2	Sebacious cyst
706.3	Seborrhea
745.4	Septal defect. vent.-heart defect
745.5	Septal defect. atrial-heart defect
259.0	Sexual development-delayed
004	Shigella-intestinal infection
282.6	Sickle cell anemia
282.5	Sickle cell trait
461.9	Sinusitis acute
473.9	Sinusitis chronic
462	Sore throat
789.2	Splenomegaly-enlarged spleen
840	Sprains and strains: shoulder and upper arm
841	Sprains and strains: elbow and forearm
842	Sprains and strains: wrist and hand
843	Sprains and strains: hip and thigh
844	Sprains and strains: knee and leg
845	Sprains and strains: ankle and foot
846	Sprains and strains: sacrioliac region
847.0	Sprains and strains: neck
847.9	Sprains and strains: spine and unspecified back
528.2	Stomatitis, apthous-mouth infection
054.2	Stomatitis, herpetic
528.0	Stomatitis, nos
101	Stomatitis, vincents
378.9	Strabismus nos-visual problem
034.0	Strep throat
307.0	Stuttering, etc.
373.1	Stye, hordeolum
780.2	Syncope, fainting
785.0	Tachycardia, unspecified-fast pulse
786.09	Tachypnea-shortness of breath
795.5	TBC test-positive
524.4	Teeth, malocclusion
520.3	Teeth, mottled
448.1	Telangiectasis-blood vessel anomaly
752.2	Testis undescended
287.5	Thrombocytopenia, unspecified-blood problem
240.9	Thyroid enlargement
245.2	Thyroiditis, Hashimoto
736.89	Tibial torsion-twisted leg bone
307.2	Tics, habit spasm
463	Tonsillitis, acute, nos
474.0	Tonsillitis, chronic
474.10	Tonsils and adenoids enlarged
695	Toxic erythema-rash
466.0	Tracheobronchitis-wind pipe and lung infection
781.0	Tremor, spasm
533	Ulcer, peptic
465.9	URI, acute-nos
791	Urinalysis, abnormal
745.4	Ventricular septal defect
780.4	Vertigo
079.9	Viral infections, nos
057.9	Viral exanthem
368	Visual disturbance
709.0	Vitiligo-loss of skill pigmentation
784.4	Voice disturbance
078.1	Warts, common, plantar
783.2	Weight loss

MINI LIST OF ICD CODES (SORTED BY CODE)

V04.01	Immunization: Polio Oral
V 04.0	Immunization: Polio
V 04.1	Immunization: Smallpox
V 04.2	Immunization: Measles
V 04.3	Immunization: Rubella
V 04.5	Immunization: Rabies
V 04.6	Immunization: Mumps
V 04.8	Immunization: Flu
V 06.1	Immunization: DPT
V 06.3	Immunization: Polio and DPT
V 06.4	Immunization: MMR
003.0	Salmonella-intestinal infection
004	Shigella-intestinal infection
005.9	Food poisoning-unspecified
033	Pertussis-whooping cough
034.0	Strep throat
034.1	Scarlet fever
052	Chickenpox
053	Herpes zoster-shingles
054	Herpes simplex-fever blister
054.2	Stomatitis, herpetic
055	Rubeola-measles
056	Rubella-measles
057.0	Fifth Disease-viral disease
057.9	Exanthem, viral, unspecified-viral illness with rash
070	Hepatitis, viral
072	Mumps
074.0	Herpanginal-canker sores
074.3	Hand, foot, and mouth disease-viral infection
075	Mononucleosis, infect.
078.1	Warts, common, plantar
078.3	Cat scratch disease
079.9	Viral infections, nos
098.0	GU infection-gonococcol
101	Stomatitis, vincents
110.4	Athlete's foot
110.9	Ringworm, tinea
112.1	Candidae vulvovaginitis-yeast infection female
112.9	Moniliasis (candidiasis-unspecified site)-yeast infection
127.0	Ascaris, round worm
127.4	Enterobiasis, pinworm
130.0	Pediculosis, head
132.1	Pediculosis, lice, body
132.2	Pediculosis, pubis
132.9	Pediculosis, unspecified location
133.0	Scabies
228	Hemangioma-birth mark
240.9	Goiter, unspecified-thyroid enlargement
242.9	Hyperthyroidism-excessive thyroid
244.9	Hypothyroidism-low thyroid
245.2	Thyroiditis, Hashimoto disease
250	Diabetes, mellitus-sugar diabetes
251.21	Hypoglycemia-low blood sugar
253.5	Diabetes, insipidus
259	Delayed development (puberty)
259.0	Sexual development-delayed
259.1	Precocious puberty
269.9	Malnutrition, nutritional
276.5	Dehydration
278.0	Obesity
280.9	Anemia, Fe defic-iron deficiency
282.5	Sickle cell trait
282.6	Sickle cell anemia
287	Purpura-rash-bloody spots
287.5	Thrombocytopenia, unspecified-blood problem
289.3	Lymphadenitis-sore glands
300.1	Anxiety
301.9	Personality disorder, unspecified
303.9	Drug dependence, alcohol
304.3	Drug dependence, marijuana
304.4	Drug dependence, stimulants
304.9	Drug dependence, nos
307.0	Stuttering, etc.
307.1	Anorexia-nervous psychologic
307.2	Tics, habit spasm
307.81	Headache, tension cephalgia-tension headache
312	Behavior problems - conduct disorders
314.9	Hyperactivity, unspecified
319	Mental Retardation, nos
343.9	Cerebral palsy, infantile, unspecified
345.1	Convulsions, grand mal
345.2	Convulsions, petit mal
345.9	Epilepsy, unspecified
346.0	Migraine
346.9	Headache, migraine, unspecified
367.2	Astigmatism
367.9	Refractive error-visual problem
368	Visual disturbance
368.00	Amblyopia-unspecified
368.59	Color blind
372.0	Conjunctivitis, acute-inflammed eye
372.72	Conjunctival hemorrhage-eye hemorrhage
373	Blepharitis-inflammed eyelids
373.1	Stye, hordeolum
373.2	Chalazion-hard style
375.30	Dacryocystitis-swollen tear duct
378.9	Strabismus nos-visual problem
380.1	Otitis, externa-infection ear canal
380.21	Cholosteatoma-external ear
380.4	Cerumen, impacted-ear wax
381.0	Otitis, media acute-infected inner ear
381.3	Otitis, media chronic-infected inner ear
382.4	Otitis, purulent-pus draining from ear
384.2	Perforated tymp. mem.-ruptured ear drum
387.9	Otosclorosis
389	Hearing loss, conductive
390	Rheumatic fever
394	Mitral valve disease, acquired-heart
395	Aortic valve disease
396	Mitral valve disease, aortic-acquired-heart
401.9	Hypertension
427	Arrythmia-cardiac dysrhythmia-irregular heartbeat
429.3	Cardiomegaly-large heart
448.1	Telangiectasis-blood vessel anomaly
455.6	Hemorrhoids
457.2	Lymphangitis-red streaks
460	Nasopharyngitis-acute (common cold)
461.9	Sinusitis acute
462	Sore throat
463	Tonsillitis, acute, nos
464.2	Laryngotracheitis, acute
464.3	Epiglottitis, acute
464.4	Croup
465.9	URI, acute-nos
466.0	Tracheobronchitis-wind pipe and lung infection
470	Nasal septum deviation
471.9	Nasal polyp-growth in nose
472.0	Rhinitis, chronic-runny nose
473.9	Sinusitis chronic
474.0	Tonsillitis, chronic

474.1	Hyp. tonsils, adenoids-large tonsils and adenoids
475	Peritonsillar, abscess-abscess around tonsil
476.1	Laryngotracheitis, chronic
477	Allergies, nasal, hay fever
480.9	Pneumonia, viral
482.9	Pneumonia, bacterial
483	Pneumonia, eaton Mycoplasma
485	Bronchopheum, nos
486	Pneumonia, organism unspecified
487.1	Influenza (flu) general
490	Bronchitis
493.9	Asthma
511.0	Pleurisy
514	Pulmonary congestion
520.3	Teeth, mottled
521.0	Dental caries
522.5	Alveolar, abscess-tooth abscess
523.0	Gingivitis, acute-sore gums
523.6	Dental tartar
523.8	Gum hyperplasia
524.2	Anomaly, dental arch
524.4	Teeth, malocclusion
528.0	Stomatitis, nos
528.2	Canker sores
528.2	Stomatitis, apthous-mouth infection
528.5	Cheilitis, lips, nos-chapped lips
533	Ulcer, peptic, site unspecified
533.9	Peptic ulcer, unspecified as to acute or chronic
535.5	Gastritis, unspecified-upset stomach
536.8	Indigestion, dyspep., nos
536.9	Digestive disorder
540	Appendicitis
550	Hernia, inguinal
553.0	Hernia, femoral
553.1	Hernia, umbilical
558.9	Diarrhea, nos
558.9	Gastroenteritis, nos
564.0	Constipation
564.6	Anal spasm-rectal
564.9	Intestinal disorder, nos
566	Anal cellulitis, abscess-rectal
573.3	Hepatitis, unspecified (non infectious)
578.0	Hematemesis-vomiting blood
578.1	Melena-blood in stool
579	Malabsorption syn., nos
579.0	Malabsorption, celiac
579.8	Malabsorption, carbohyd. sugar
590.10	Pyelitis
599.7	Hematuria
605	Phimosis-congenital
611.1	Mammary hypertrophy-enlarged breasts
625.3	Dysmenorrhea
626.2	Menorrhagia
626.6	Metrorrhagia
680	Carbuncle and furuncle
681.02	Paronychia Finger-infected finger nail
681.11	Paronychia Toe
681.9	Cellulitis and abscess of unspecified digit-abscess of finger or toe
682	Cellulitis and abscess-inflammation
684	Impetigo
686.0	Pyoderma-skin rash with pus
690	Dermatitis: seborrheic
691.8	Eczema, atopic, infantile
692.9	Dermatitis: contact, nos
692.9	Eczema, nos
693.1	Food allergy producing dermatitis
695	Toxic erythema-rash
696.1	Psoriasis-skin rash
696.3	Pityriasis rosea-skin rash
696.5	Pityriasis - other
698.0	Pruritis itchy rectum
698.1	Pruritis itchy genitals
698.9	Pruritis itchy nos
701.4	Keloid-scar
703.0	Ingrown nail
704.0	Alopecia-hair loss
706.1	Acne
706.2	Sebacious cyst
706.3	Seborrhea
708.9	Hives
709.0	Vitiligo-loss of skin pigmentation
711	Arthritis, associated with infections
714	Arthritis, rheumatoid and other inflammatory polyarthropathies
716.1	Arthritis, traumatic
716.2	Arthritis, allergic, other
716.9	Arthritis, unspecified
717.7	Chondromal, acia patella
719.0	Joint swelling, effusion
719.4	Joint pain
724.2	Pain, low back
724.5	Pain, back nos
726.9	Joint capsulitis, nos
727.43	Ganglion, unspecified
728.85	Muscle spasm
729.1	Myalgia-sore muscles
729.5	Pain, extremity
730	Osteomyelitis, ac., nos-infection of bone
732.4	Osgood-Schlatter's-bone disease
734	Pes Planus-flat foot
735.4	Hammer toe-deformity of toe
736.89	Tibial torsion-twisted leg bone
737.1	Kyphosis-round back
737.30	Scoliosis-curvature of spine
743.30	Cataract (congenital)
745.4	Ventricular septal defect
745.5	Atrial septal defect. heart defect
746.9	Congenital heart disease, nos
747.0	Patent ductus-heart defect
748.3	Laryngeal stridor-crouplike
749.20	Cleft lip and palate
752.2	Testis undescended
754.3	Dislocation: hip, congenital
754.71	Pes Cavus-foot deformity
754.81	Funnel chest, congenital
754.89	Chest deformity (congenital)
757.1	Icthyosis-congenital-rough skin
778.6	Hydrocele (congenital)
780.2	Syncope, fainting
780.3	Convulsions, nos
780.4	Vertigo
780.6	Fever FUO-fever, unknown origin
780.7	Fatigue, malaise
781.0	Tremor, spasm
781.2	Gait, abnormality
782.7	Petechiae
783.0	Anorexia-loss of appetite
783.2	Weight loss
783.4	Delayed development
783.4	Failure to thrive
784.0	Headache
784.4	Voice disturbance
784.49	Hoarseness
784.7	Epistaxis-nose bleed
785.0	Tachycardia, unspecified-fast pulse
785.2	Murmur-functional-heart
785.6	Lymphadenopathy-large glands
786.0	Dyspnea-shortness of breath
786.09	Apnea-shortness of breath
786.2	Cough
786.3	Hemoptysis-coughing up blood
786.5	Chest pain

243

787.0	Nausea and vomiting
787.3	Flatulence, gas
787.6	Encopresis, fecal soiling
788.1	Dysuria-painful urination
789	Abdominal Pain
789.0	Pain, abdominal
789.1	Hepatomegaly-large liver
789.2	Splenomegaly-enlarged spleen
791	Urinalysis, abnormal
791.5	Glycosuria
791.6	Ketonuria
795.5	TBC test-positive
799.9	Diagnosis undetermined
803	Fracture: skull, unqualified
807	Fracture: ribs
810	Fracture: clavicle
812	Fracture: humerous
813	Fracture: radius, ulna
814	Fracture: carpals
815	Fracture: metacarpals
821	Fracture: femur
823	Fracture: tibia, fibula
825	Fracture: metatarsals
826	Fracture: phalanges
826	Fracture: toes
831	Dislocation: shoulder
832	Dislocation: elbow
833	Dislocation: wrist
834	Dislocation: finger
840	Sprains and strains: shoulder and upper arm
841	Sprains and strains: elbow and forearm
842	Sprains and strains: wrist and hand
843	Sprains and strains: hip and thigh
844	Sprains and strains: knee and leg
845	Sprains and strains: ankle and foot
846	Sprains and strains: sacrioliac region
847.0	Sprains and strains: neck
847.9	Sprains and strains: spine and unspecified back
850.9	Concussion, unspecified
854.0	Head injury
854.0	Head injury
870	Laceration: (includes animal bite, abrasion, cut, laceration, puncture wound and traumatic amputation)
870.0	Laceration: eyelid
872.6	Laceration: ear
873.0	Laceration: scalp
873.4	Laceration: face
873.6	Laceration: mouth, teeth
874.8	Laceration: neck
875.0	Laceration: chest
876.0	Laceration: back
877.0	Laceration: buttocks
878.8	Laceration: genitals
880.03	Laceration: arm, upper
882	Laceration: hand
883.0	Laceration: fingers
890.0	Laceration: thigh
891.0	Laceration: knee
891.0	Laceration: leg
892	Laceration: foot
893	Laceration: toes
919.4	Insect bites
920	Contusions: face/scalp
921	Contusions: eye
922	Contusions: trunk
923	Contusions: upper limb
924	Contusions: lower limb and unspecified site
930	Foreign body-eye
931	Foreign body-ear
932	Foreign body-nose
938	Foreign body in digestive system
949	Burns-unspecified degree or site
988.2	Poison, accidental, plants, berries
994.2	Nutritional deficiency
995.1	Edema, anioneurotic (giant urticaria)
995.2	Allergy, drug
995.3	Allergic reactions
E813	Accidents: auto-bicycle
E814	Accidents: auto-pedestrian
E819	Accidents: auto-unspecified nature
E819	Accidents: motorcycle
E826	Accidents: bicycle
E850.2	Poison, accidental, narcotics
E852	Poison, accidental, sedatives and hypnotics
E853	Poison, accidental, tranquilizers
E854	Poison, accidental, other-psychotropic agents
E861	Poison, accidental, clean/polish agent, paint, disinfectants
E862	Poison, accidental, petroleum products
E863	Poison, accidental, pesticides (herbicides, fungicides, rodenticides, fumigants)
E888	Accidents: falls-unspecified
E906.0	Bites: Dog
E906.1	Bites: Rat
E906.2	Bites: Lizard-non venomous
E906.3	Bites: Cat
E906.4	Accidents: insect bites
V 20	Health evaluation, general
V 20.2	Health evaluation, infant/child

DENTAL PROCEDURE CODES

Diagnostic	Code
Initial exam	D0110
Periodic exam	D0120
Emerg. exam	D0130
Diagnostic models	D0470
Diagnostic photos	D0471
Occl. analysis	D9950
Pulp test	D0460
Tooth #	
Consultation	D9310

Radiology	Code
Complete Series	D0210
1 Periapical	D0220
( ) add. films	D0230
2 Bitewings	D0272
4 Bitewings	D0274
Panoramic	D0330

Preventive	Code
Adult prophy	D1110
Child prophy	D1120
Oral hygiene instr.	D1330
Fluoride treatment	D1230
Enamel sealants	D1350
Tooth #	

Periodontics	Code
Subging. curet./quad	D4220
Perio scale, comp.	D4340
Perio S.P.	D4341
Occl. adj. part	D4330
Occl. adj. comp.	D4331
Provisional splint	D4321
Occl. guards	D4360
Overhang rem.	D9010

Endodontics	Code
Pulp cap direct	D3110
Pulp cap indirect	D3120
Root canal 1	D3310
Root canal 2	D3320
Root canal 3	D3330
Periapical surg.	D3410
Hemisection	D3920
Root amput.	D3450
Bleach	D3960
Emerg. I&D	D3990

Oral Surgery	Code
Extraction	D7110
Add. extr.	D7120
Soft tissue imp.	D7220
Partial bony imp.	D7230

Inlay-Crown-Bridge	Code
Gold inlay 2 surf.	D2520
Gold inlay 3 surf.	D2530
Gold onlay	D2540
Gold ¾ crown	D2810
Gold full crown	D2790
Crown porc./metal	D2750

Abut's-Pontics	Code
Porcelain/metal	D6750
¾ cast gold	D6780
Full gold	D6790
Pontic full gold	D6210
Pontic porc./metal	D6240
Pontic plastic/gold	D6250
Stress brkr. milled	D6940
Precision attachment	D6950
Recement crown	D2920
Recement bridge	D6930
Bld.-up amal. comp.	D2180
( ) T.M.S. pins	D2190
C.I. post	D2892
Cast post w/core	D2891
Temp. crown	D2840

Restorative	Code
Amal. perm. 1 surf.	D2140
Amal. perm. 2 surf.	D2150
Amal. perm. 3 surf.	D2160
Amal. prim. 1 surf.	D2110
Amal. prim. 2 surf.	D2120
Amal. prim. 3 surf.	D2130
Composite 1 surf.	D2330
Composite 2 surf.	D2331
Tooth #	
Gold foil 1 surf.	D2410
Sedative treatment	D2940
N202-02 sedation	D9230

Prosthetics	Code
Dent., full upper	D5110
Dent., lower	D5120
Partial upper	D5261
Partial lower	D5241
Replace ( ) teeth	D5640
Reline upper	D5750
Reline lower	D5750
Jump dent.	D5750
Tissue cond.	D5850

DENTAL CODES

ICD.9.CM	DENTAL CODES
520.0	Anodontia
520.3	Mottled teeth
520.4	Disturbances of tooth formation
520.6	Disturbances in tooth eruption
521.0	Dental Caries
521.2	Abrasion
521.3	Erosion
522.0	Pulpitis
523.4	Chronic periodontitis
524.3	Anomalies of tooth position
524.5	Dentofacial functional abnormalities
525.1	Loss of teeth due to accident, extraction, or local periodontal disease